L'IMMERSION AU PRIMAIRE: GUIDE LANGAGIER

Primary French Immersion Language Guide

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INTRODUCTION

Education in Newfoundland and Labrador is guided by the document Aims of Public Education for Newfoundland and Labrador (1984). The aims and objectives outlined in this document are applicable to all schools in the province, regardless of the language of instruction. While the majority of pupils receive instruction in the English language, instruction in French is availed of by a growing number of students.

Early French immersion was introduced in this province in 1975 and has grown substantially since then. To date, eleven school boards offer this alternative to their students. The education of these students is guided by the principles and philosophy of The Aims of Education for Newfoundland and Labrador and the curricular objectives and instructional strategies of the early French immersion programs are largely similar to those of the regular English program.

The Department of Education has recently published two guides for the primary grades: Children Learning (1990) and Experiencing Language (1991). Even though these guides are useful to French immersion teachers, because of the fact that the language of instruction in French immersion is not the first language of the students and because of the many factors related to second language acquisition and second language usage, a need was felt for a document which would specifically address the issue of language in a French immersion setting.

This present guide is intended to suggest principles and guidelines for the teaching of language in the primary grades of immersion programs. It is hoped that administrators and teachers will find in this guide the direction, information and suggestions they need in order to meet the educational needs of the children enrolled in early French immersion programs in our province.

CHAPTER 1 - French Immersion: An Overview

1.1 HISTORICAL PERSPECTIVE

Bilingual education is not a new or recent phenomenon. For many years, and in many parts of the world, schooling has been provided in a language which is a non-home language. In Canada, many non-francophone parents have registered their children in francophone schools in order to provide them with a higher degree of bilingualism than is possible through a regular Core French program. In 1965 a group of parents from the St. Lambert area of Quebec requested that the South Shore Protestant Regional School Board establish an experimental Kindergarten class of "French immersion" as we know it today.

The St. Lambert experiment was so successful that other school boards quickly started similar programs. By 1975, immersion programs could be found from Coquitlam, British Columbia to the Port au Port Peninsula, Newfoundland.

In the 1990 - 91 school year, there were approximately 288,000 students enrolled in French immersion programs across Canada, over 4,000 of them in the province of Newfoundland and Labrador.

1.2 FRENCH IMMERSION IN NEWFOUNDLAND

The *Report of the Policy Advisory* Committee on French Programs to the Minister of Education, Government of Newfoundland and Labrador (1986) recommends the adoption of the following definitions:

1. "French immersion is a program designed for English-speaking students in which French is the language of instruction in the classroom for all or some of the subject areas and as much as possible the means of communication in the school environment." (p. 37)
2. "Early immersion is a program from Kindergarten to Level 3, beginning at the Kindergarten level with approximately 100 percent of instruction in French. With the introduction of language arts and other subjects in English, the percentage of instructional time in French decreases somewhat as students progress through the varying grade levels." (p. 37)

This Report also proposes the following objectives for Early immersion programs:

1. "pupils should be able to participate easily in conversation.
2. pupils should be able to take further education with French as the language of instruction at the college or university level - that is, understand lectures, write papers, and take part in class discussion.
3. pupils should be able to function well in a French environment and, if desired, accept employment using French as the working language.
4. pupils should be able to understand and appreciate the emotional attitudes and commonly held values of members of both official language communities." (p. 79)

The most distinctive feature of immersion programs is that the second language is used to teach regular academic subjects, such as mathematics and science, as well as language arts. Immersion teachers teach regular school subjects in French much as they would if their students were native speakers of the language. Instruction in French grammar takes place during French language arts classes and this instruction is more typical of a native language approach than of a second language approach.

According to ACPI (l'Association canadienne des professeurs d'immersion), immersion éducation is "une situation d'apprentissage de la langue seconde située au carrefour de l'enseignement de la langue maternelle et de la langue seconde" (May 1986, p. 7). In immersion classes, the teacher tries to create the same kinds of conditions that are thought to exist during first language acquisition. Emphasis is placed on creating in the students a desire to learn the language in order to engage in meaningful and interesting communication.

1.3 RESEARCH AND FRENCH IMMERSION

Systematic evaluations of immersion programs have been ongoing since the inception of the first immersion program in 1965-66. The St. Lambert Experiment was evaluated by W. E. Lambert and G. R. Tucker of the Department of Psychology, McGill University, who created a model of evaluative research that has been followed in subsequent evaluations of immersion programs. (See Lambert and Tucker, 1972).

As early as 1973, a definite pattern of results became clear, confirming the findings from the St. Lambert Experiment. Among the findings of the extensive research conducted on early immersion programs across Canada are the following:

1. Students in French immersion develop a higher level of competence in French than is generally attainable through conventional Core French instruction. In particular, it has been found that immersion students are most likely to perform as well as francophone students on tests of listening and reading comprehension, although their production skills remain somewhat weaker. (Lambert and Tucker, 1972; Swain and Lapkin, 1982).
2. Students in French immersion develop more positive attitudes towards francophones and the French language than do children in regular English stream programs.
3. Students in early immersion programs experience temporary lags in some aspects of English language skills until formal instruction in English is introduced. Once English language arts are introduced, however, immersion students transfer language skills from French to English, catching up very rapidly with children in regular English stream programs. By the end of Grade 6 most immersion students usually perform as well as, or even better than the children in regular English programs. The temporary lag found in English literacy skills (reading comprehension, spelling and written vocabulary) is due to lack of formal training. In Grades 1 and 2, aural/oral language skills of immersion students (listening comprehension, oral production and oral vocabulary skills) have been found to be at par with or even

more developed than those of students in the regular English stream (Genesee, Tucker and Lambert, 1975).

4. Standardized testing done in the areas of mathematics, science, history and geography has shown that students in early immersion have tended to perform as well as comparison groups in these school subjects (Genesee, 1987). In addition, they are able to transfer their knowledge from one language to the other.
5. There has been no evidence that immersion students suffer any negative effects in their intellectual or creative development as a result of their schooling in French.

Immersion education, then, has proved to be a viable alternative to regular school programs. The extensive evaluation and research conducted to date has shown that it does indeed provide students with functional bilingualism. According to Genesee (1987), immersion has shown itself to be an effective form of second language education for students with diverse learner characteristics and from different kinds of communities.

After so many years of evaluation and research directed solely at proving that French immersion programs do not have any detrimental effect on the students, research is now taking a turn. Instead of looking solely at the product or outcomes of immersion education, a number of researchers are now taking a process-oriented approach, studying what teaching French immersion actually is. They are observing the differences between classroom processes in French immersion, Core French, French as a first language and even regular English classes trying to identify the most effective instructional practices so as to eventually formulate a French immersion methodology. The precise nature of language use by teachers and students is also the subject of a number of new research projects.

1.4 GOALS OF PRIMARY FRENCH IMMERSION

As already stated, the primary French immersion program in this province is guided by the document Aims of Public Education for Newfoundland and Labrador (1984). As such, the program is concerned with the spiritual, moral, intellectual, emotional, physical and social development of the individual as well as with the needs of the society of which s/he is a member.

As outlined in the Aims, it is the school's mandate to provide students with the opportunities and guidance necessary to attain their fullest and best development as private individuals and as members of human society. Literacy goals are of paramount importance in any educational system and this is also true for primary French immersion. Upon completion of the French immersion program, K - 12, students should be able to function well in a bilingual society.

Although a language-saturated environment is essential to the successful French immersion program, it must be pointed out that language competence is not the sole objective. Skill and competence in each and every subject area of the primary curriculum are desired. Math, science, social studies, health, art, music, physical education, family life and religion are all integral and essential components of the program. Regular reference to subject area

curriculum guides and long and short term planning to meet curriculum objectives are of utmost importance.

By definition, the primary French immersion program places importance on the development of language skills - both French and English. The early concentration on French language skills in Grades 1 and 2 is complemented in Grade 3 by the introduction of English language skills and the transfer to English of many language skills previously acquired. A whole language approach to language acquisition is employed, ensuring an environment rich in meaningful learning experiences.

Effective learning of a second language necessitates the understanding and appreciation of the cultural beliefs, customs and values expressed by members of that language group. In keeping with this, the primary French immersion program introduces students to French culture through stories and games, and through activities associated with special holidays and events celebrated by francophone peoples. It is hoped that students will also gain an appreciation of their own unique cultural heritage through comparison and contrast.

The primary French immersion program is designed to meet the individual needs and interests of the students in all areas of the curriculum while providing a solid foundation for the understanding and appreciation of the bilingual/bicultural nature of our Canadian society.

CHAPTER 2 - The Child As Learner

2.1 THE PRIMARY CHILD (Sections 2.1 - 2.6 taken from Children Learning: A Primary Curriculum Handbook).

What does it mean to know primary school children? It means understanding how six-, seven-, and nine-year-olds develop intellectually, physically, socially, morally, and emotionally. It means knowing the social and physical factors that influence each child's behaviour in the primary classroom. It means recognizing the problems that children face in growing up and the individual problems that each child has. It means being familiar with research in human biology and child psychology. It means realizing that children are not miniature adults. It means respecting each child and individualizing instruction for each child as much as possible. It means not evaluating children's progress until all that can be learned about them is known.

All children possess certain capabilities that can be developed and enhanced. The primary school teacher has the responsibility of guiding children toward reaching their full potentials. To be able to do this, however, the primary teacher needs considerable knowledge of how young children grow and learn.

Many research studies of children are normative in character; that is, they indicate the average ages at which certain developmental characteristics are prominent. These norms can be useful, but they are not infallible. Individual deviations are as normal as they are numerous. The norms are presented in this chapter because there are advantages in knowing what normal child development is; such knowledge provides an idea of what to expect from a child of a certain age and at what age various kinds of behaviour are likely to change into more mature forms of behaviour. Thus, the teacher can sense whether a particular child's behaviour is typical or atypical, and attempt to redirect inappropriate behaviour into the desired channels.

2.2 AFFECTIVE DEVELOPMENT

Growing up is not a simple matter; neither is the development of a healthy personality. It is useful for primary teachers to be aware of Erik Erikson's theory of personality development which is described below. The ages at which particular characteristics emerge are approximate.

The first four stages correspond roughly to (1) the first year of life, (2) the years from one to three, (3) the years from three to six, and (4) the years from six to twelve. The last four stages represent the years after the age of twelve and will not be considered here.

Stage 1: Sense of Trust
In the first year of life, the child needs to develop a sense of trust. This requires a caring adult. Most infants in our culture acquire a sense of trust before they are fifteen months old.

Stage 2: Sense of Autonomy
The next step in the struggle for a healthy personality is attained by the age of three.

By this time, the child should have gone a long way toward developing self-reliance, or

adequacy. At this stage, the child needs helping adults, yet s/he has a strong desire to function independently.

Stage 3: Sense of Initiative
The central problem for the four- or five-year-old is that of developing initiative. Children at this stage are beginning to want to come to grips with life. They try on the roles of adults. They need to be challenged and encouraged to explore, imagine, and perform at their highest level of ability. They also need to feel good about themselves.

Stage 4: Sense of Industry
By the time the child has entered first grade, the fourth stage has already begun. In the fourth stage, the child acquires a sense of industry and accomplishment. During this period, the foundations of moral development and citizenship are laid. Some of the responsibilities assumed are the direct result of the demands of the school curriculum, the home, the church, and the child's community.

Each stage of affective development brings with it new problems, new anxieties, and new challenges. How children relate themselves and their needs to the world of people, processes, and things determines the health of their emerging personalities.

Social needs - affection, acceptance, security, status, identification with peers - develop only through experience with others. Teachers who provide children with opportunities for sharing, making decisions and taking responsibility, succeeding, trying again after failing, and enjoying class activities help primary children develop a sense of trust, autonomy, initiative, and industry.

In Erikson's theory, there is a reoccurring theme: human integrity. Integrity is essential to a person's well-being in every stage of life; it must be cultivated. The child's sense of integrity begins in the very early years, and parents and teachers must be careful to preserve it. The effects of each stage are cumulative. The debilitating effects of a childhood of mistrust and self-doubt will last a lifetime. Primary teachers must be aware of these far-reaching effects and daily foster each child's sense of worth.

2.3 COGNITIVE DEVELOPMENT

Jean Piaget has contributed greatly to our knowledge of how children develop cognitively. Nowhere has the impact of his theories been felt more strongly than in the kindergarten and the primary school. According to Piaget, there are four main stages in children's cognitive development: (1) the sensorimotor period, extending from birth to two years; (2) the preoperational period, from two to seven or eight; (3) the concrete operational period, from seven or eight to eleven or twelve; (4) the formal operational period, from around eleven or twelve to adulthood.

According to Piaget's developmental model, the ages at which children move from stage to stage varies from child to child. Children do not move past a line from one stage to another. Evidence suggests that a child may be at the sensorimotor stage in one area of development and at the preoperational stage in others. What is important for primary teachers to remember is that Piaget's model of cognitive development comes from his direct association with children; therefore, any model that they use to guide them in

selecting and employing content, method, and materials must be relevant to the children they teach. Teachers in the primary school need to determine when each child is ready to move forward. Each stage follows from the preceding one; children need a strong foundation in the early stages to develop in the later ones.

Piaget's developmental stages are summarized below to help teachers conceptualize stage-related characteristics.

Stage 1: Sensorimotor
(Birth to two years.) In this stage, children have their first experiences with people, events, and objects. It is an extremely significant time, because the senses and motor skills are used in ways that form the basis for symbolic, or representational thinking. The infant moves, grasps, senses, imitates, manipulates, explores, practises, forms mental images, and acquires mobility. What children are to become both physically and intellectually depends on these sensorimotor functions and interactions. Children at this stage

- learn by sensing and acting upon the immediate environment.
- initially do not distinguish between objects and actions upon them; they do not realize that objects continue to exist when they cannot see or touch them.
- are aware of the self and basic needs.
- gradually begin to notice the world around them, develop the concept of object constancy, and start solving problems.

Stage 2: Preoperational
(Two to seven years.) Many children in the primary grades are at this stage of development. During the primary years, children grow impressively in conceptual thinking and reach out into the social and the physical world for new contacts with objects, people, and events. At this stage, children are basically egocentric. Although they are developing skills in personal relations, children need help to see things from the position of another person. Teachers can use role-playing to help children achieve this perspective.

The preoperational child cannot deal effectively with abstract thoughts; s/he must reason by implication. Cause-and-effect relations must be demonstrable to be understood; however, the child's thinking is becoming consistent, and there is a readiness to share thoughts about the self and the world with others. Language development is occurring at a great rate. Listening and speaking vocabularies grow and children begin to read and write. During this period, there is increasing development in manipulative skills, eye-hand coordination, and muscle control. Children need to participate in many activities that help develop fine and gross motor control. They learn about colour, size, shape, function, number, movement, position, combining, separating, classifying, and relations through handling manipulative materials. They can arrange things in a series and make simple comparisons. They can see the parts of something or the whole thing, but usually not the relation of the parts to the whole.

Characteristically, the preoperational child centres on a single variation in problem solving. Usually it is the most visually prominent one. They will agree that two identical tumblers filled to the same level contain the same amount of liquid. When,

however, the liquid from one tumbler is poured into a tall narrow glass, they will insist that the glass contains more liquid than the tumbler. Children of this age lack the concepts of conservation and reversibility. Conservation pertains to recognizing that objects and quantities are conserved, or remain constant in mass, despite changes in appearance (e.g., a mass of clay remains constant even though the fat ball is reshaped into a long, thin rod). Reversibility means backing up thought processes and activities, to return to the original state of things before the actions were performed.

At the preoperational stage, thinking is illogical in some respects. Children tend to explain phenomena by assigning human qualities to things and animals. Thinking vacillates between fantasy and reality.

Teachers must keep in mind that the peoperational stage is a rich learning time. This stage is different from the sensorimotor stage in the following ways:

- Language is developing at an accelerated rate.
- There is less dependence on sensorimotor reflexive action as the child interacts with the physical environment and organizes sensations and experiences.
- There is an increased ability to internalize events; for example, to think by using representational symbols such as words or numerals.

Stage 3: Concrete Operational
(Seven to twelve years.) The primary school teacher deals with many children who are seven, eight, and nine years of age. During this stage, children gradually begin to think more logically, and they learn to use operations such as addition, subtraction, multiplication, division, and to serrate and classify, which involves multiple properties of objects.

Children in the concrete stage are beginning to use mental images and symbols during the thinking process. Because children at this stage are still very dependent on how things look to them, the development of mental processes is facilitated through the use of concrete objects. They need experiences with objects, things, and people. Providing activities at the children's level cannot be overstressed. However, teachers should avoid giving children tasks that are too easy for them; each child should be challenged to reach her/his maximum potential.

The main intellectual characteristic of the child in the concrete operational stage is the beginning of the ability to conserve. Unlike the preoperational child, who thinks that because the physical appearance of an object changes, its quality or quantity changes, the concrete operational child begins to develop the ability to understand that physical change does not necessarily indicate a change in quality or quantity. Children also begin to reverse thought processes by going back over and "undoing" a mental action they have just completed. They still need concrete experiences, but are capable of using logic to solve concrete problems.

In the early primary schools years, children need to participate in activities that allow them to arrange a series of things in order of size (and to reverse the order); to put a collection of objects in groups and

subgroups; to match a variety of sentences; to describe a sequence of events; to listen, read, and react; to write and to talk, expressing thought in meaningful ways.

Social awareness is developing at the concrete operational stage. Children are less egocentric. They learn that other people have thoughts and feelings different from their own. They want interaction with others, especially their peers.

2.4 MOTOR DEVELOPMENT

Maria Montessori approached the education of children through motor development. She believed that the environment must contain many different kinds of materials and objects. Children learn from materials by working with them and making discoveries. On this point, Montessori is in agreement with Piaget: the learner must interact with objects and events in her/his environment to learn something.

In Montessori schools, children work with materials in a carefully organized environment. The teacher observes the children; s/he recognizes sensitive learning periods and diverts unacceptable behaviour into meaningful activity. Continuous evaluation enables the teacher to plan appropriate learning experiences for each child.

In Montessori schools, there are three kinds of materials and activities: practical life (the skills of daily living); sensory (training the senses); and academic. All activities are carried out according to a prescribed procedure. Teachers in Montessori schools are knowledgeable about the correct use of materials. The emphasis in Montessori an teacher education is on showing how. The teacher guides children's learning: s/he helps them when necessary, but is never an obstacle between children and their experiences. Children are the centre of learning in a Montessori classroom; they should be the centre of learning in all primary classrooms.

Method is important in Montessori schools. Montessori believed that children's involvement in motor activities lengthens their attention spans and increases their cognitive abilities. Sensory materials train the mind to distinguish, classify, and organize.

The separate presentations of Erikson's affective model, Piaget's cognitive design, and the Montessori method does not mean that these three areas of development are distinct from one another. Motor, affective, and cognitive development are interdependent. The primary curriculum must be a cognitive-discovery curriculum. Content and instruction are child centred. Children acquire knowledge - a teacher or parent does not give it to them. Concepts are developed through the learner's own efforts. Too rapid a translation of observations into the teacher's or parent's language leads to parroting and rote memorization, not to thinking.

2.5 AGE PROFILES

To assist teachers and to enrich their understanding of the children in their classrooms, age profiles gathered from recent research are presented in this section. These profiles are not rigid; they simply illustrate probable behaviour at different

ages.

First Grade: The Six-Year-Old. First graders are not just kindergarten children grown taller. They are generally more enterprising, more energetic, more noisy, active, and outgoing. Coordination and control of movement are developing well, but children in Grade One need to play and work with manipulative materials. Six-year-olds are egocentric, eager to satisfy their own needs. They can be affectionate and loving, choosing best friends without discriminating on the basis of race, sex, or social status, but they tend to change these best friends many times during the school year. First graders have a longer school day than kindergarten children and they may find the adjustment to formal schooling difficult. They like school subjects; they are curious about language and mathematics, interested in science and social studies, and eager to express themselves in art and music. They need a diversified curriculum of challenging experiences, one that allows them the freedom to make mistakes, to fumble, stumble, pick themselves up, brush themselves off, and begin all over again.

Second Grade: The Seven-Year-Old. The noisy first-grader is quieting down - the calm after the storm. Seven-year-olds are less self-centred and self-confident than six-year-olds, and they are very sensitive about how adults react to them. If they think they have failed at a task, they are unhappy; however, they are determined enough to willingly begin over again. Second-graders do their work carefully and consistently; they want to please the teacher. They like teachers and enjoy classroom routine even though they are growing in independence. They are usually contented, conforming, cooperative, and agreeable. Seven-year-olds are beginning to share well, to take turns, to hold back comments and reactions, and to postpone desired ends. Some children at this age are beginning to show leadership abilities. At seven years, large and small muscles are becoming stronger and children have better fine motor control. There is rapid development in the ability to deal with symbolic forms. Second-graders have a strong interest in all subjects; indeed, they are almost overly concerned with academic achievement. They need opportunities for creative expression, manipulative and sensory experiences, problem solving, language development activities, sharing in groups, and discussion of concepts.

Third Grade: The Eight-Year-Old. Cognitive growth and physical and social development are taking an upward swing. Movement is more controlled, and eye-hand coordination is good. Most eight-year-old children are capable of rapid, alternating movements of the fingers and hands. Real objects are still necessary to reasoning, but children can now learn by reflecting on what has just been done. Broad curriculum interests develop at this age and are supported by increasing language competence and growth in reasoning powers. Third-graders are willing learners, self-critical and competitive, concerned with the "why" of things. They are aware of shape, size, quantity, movement, position, and direction, and beginning to understand the need for precise measurement. They are growing in the ability to express and receive ideas in symbolic forms (words, diagrams, and numerals). They still, however, need a hands-on approach to learning. Third-graders are reaching out for independence. They want to learn how to learn. For the

eight-year-old, the peer group is very important - I becomes we. Common goals may be achieved through sharing and cooperation. Loyalty to the group and the need for status in the group become increasingly important. There is less dependence on the teacher for a personal relationship. It is not that third-graders like the teacher less; it is simply that they need the approval of the group more.

As was noted earlier in this section, no single child conforms in all respects to age profiles. Profiles and developmental stages are presented as a general guide to the characteristics and needs of primary school children and to motivate the primary teacher to consider each child in their classroom. By knowing how the normal child grows, the teacher can prepare enriching experiences to challenge children to further growth. A knowledge of children ensures an insightful and sensitive approach to primary instruction.

2.6 CHILDREN WITH SPECIAL NEEDS

In every primary classroom, there are exceptional children. An exceptional child has been defined in the Province's Special Education Policy Manual (1987 vii) as one.

> "... whose behaviourial, communicative, intellectual, physical, or multiple exceptionalities are such that s/he is considered by the program planning team of a school to need an individualized educational program. The term exceptional refers to both handicapped and gifted students."

Giftedness refers to exceptional ability in one or more areas of human endeavour. The gifted learner demonstrates or has the potential to demonstrate an exceptional ability to learn, to be creative, to lead, to perform (psychomotor or artistic), and/or to think critically.

Giftedness is dynamic, thus it may or may not be readily observable. It may only become evident when the child is exposed to a curriculum or experience that evokes his/her potential.

Exceptional children must be identified in the primary years, accepted, and appropriately planned for. All primary teachers and school personnel should be thoroughly familiar with the procedures and policies governing the identification of children with special needs and the planning of programs for them. This information is contained in several publications by the Division of Special Education; i.e., Special Education Policy Manual (1987); Reading and Writing Difficulties: An Educator's Handbook (1989); and Math Match: Fitting the Pieces Together (1989). All exceptional children require competent, observant, committed teachers who are aware of the many forms of exceptionalities and who can provide learning experiences which help children fulfil their potential.

Primary classroom teachers, in cooperation with special education teacher(s), are largely responsible for identifying exceptional children, orienting them to their first years of school and meeting their needs through a modified or enriched curriculum. Teachers' understanding of children, coupled with broad knowledge and insightful teaching methods enable them to guide and motivate all children, including those with special needs.

In may be necessary to establish program planning teams and develop individual program plans to meet the needs of exceptional children. This is done in consultation with all those involved in the education of the exceptional child; i.e., parents, classroom teachers, special education/resource teacher, school principal, guidance counsellor, curriculum planners, district office personnel and may involve the support of other agencies and professionals.

The exceptional child's program planning team ensures that the needs of the total child are provided for. The team determines the child's strengths and needs as they relate to the goals and objectives of the curriculum and recommends an appropriate program. Working together, the program planning team can help to adapt teaching strategies and/or develop individual program plans to ensure a consistent and comprehensive approach to supporting children who have special needs. The team also decides where the child should receive assistance, for how long, and from whom (see Special Education Policy Manual 2.D.d).

2.7 THE CHILD AS SECOND LANGUAGE LEARNER

Personal differences in self-concept, attitude, motivation, cognitive capacities, learning style, strategy use, previous learning experiences and environment all play important roles in determining a child's success as a second language learner.

This section deals with each of these factors and makes suggestions for teachers to consider, in hopes that children enrolled in a French immersion program will enjoy positive and successful second language learning experiences.

2.8 SELF-CONCEPT

Self-concept refers to how one views or thinks of oneself. It evolves from personal experiences. Children who have positive self-concepts generally do well in school. It is therefore of utmost importance that teachers positively influence children and help them build self-confidence by (i) listening to what they have to say and making them feel that they are worthy members of the class; (ii) constantly praising and encouraging them verbally and non-verbally (i.e., through facial expressions and body movements); (iii) involving them in "personalized" classroom activities; and (iv) setting reasonable expectations for each child. Research findings suggest that students who are expected to do well will most likely do so. They usually want to please their teachers and will strive to meet the behaviour and performance levels set by their teachers. Children who have positive self-concepts are well on their way to becoming good learners.

It is worthy of note that the attitudes of the home toward second language learning influence second language success. A lack of interest in or a negative attitude toward the target language result in a lesser degree of overall success in the second language for the learner. Parents need to be aware that their encouragement and support play a vital role in their child's self-concept and attitude toward second language learning.

2.9 MOTIVATION

There is no doubt that motivation is a key

factor in learning. Intrinsic motivation refers to the desire to learn due to the inner sense of satisfaction which results. Extrinsic motivation refers to the desire to learn based upon external factors.

Even though teachers would like to see children come to school intrinsically motivated to learn, this type of motivation is often developmentally related and only achieved over a period of time. The external environment, however, can be shaped in such a way that it can have a positive influence on learning. The teacher who makes the classroom a vibrant and responsive learning place, is sensitive to the needs of children, provides an array of learning materials, stimulates children's thinking, encourages discovery learning, and provides a setting conducive to learning. The teacher who designs activities to appeal to children's interests and who elicits their active involvement is managing extrinsic conditions in such a way that they will have a motivating influence on learning and create within each child a desire to learn.

Regarding motivation specific to second language learning, Gardner and Lambert (1972) have differentiated between two distinct types of motivation - an integrative motivation which involves a desire to learn the second language in order to communicate with and be accepted by native speakers of that language, and an instrumental motivation which involves a desire to learn the second language for utilitarian purposes for example, better job opportunities. Research findings (Bialystok and Frohlich, 1977; Gardner et al., 1976; Spolsky, 1978; and others) indicate that an integrative motivation may be better for some aspects of second language learning. Teachers of French immersion may facilitate the development of integrative motivation in their students by exposing them to native speakers of French through class visits or exchanges, videos, films, and other sources of contact with authentic language.

2.10 COGNITIVE CAPACITIES

The cognitive capacity of the learner will influence the rate of second language acquisition; the more cognitively mature learner will acquire the language at a faster rate than the less cognitively mature learner (Dulay, Burt, & Krashen, 1982). Cognitive processes such as speech, processing memory, primary memory, secondary memory and language memory will have an effect on second language development.

Teachers who are knowledgeable of the cognitive capacities of their pupils will plan individual activities geared to the level and pace of each child so as not to frustrate them nor destroy their self-concept.

2.11 LEARNING STYLE

In any given class teachers are faced with an array of learning styles and they must be prepared to develop activities which cater to all.

The auditive learner is one who learns best through listening to the teacher, to tapes, to records, etc.

The visual learner is one who needs to see pictures, images and things written down in order to fully understand.

The tactile learner is one who likes to do things and manipulate objects. Use of jigsaw

puzzles, games which require cards, dice, etc. is appropriate.

The kinesthetic learner is one who loves to move him/her self. Use of dramatization, mimes, dance, etc. is appropriate.

Teachers need to recognize their own learning styles and those of their pupils in order to adopt a wide variety of activities suited to each style, keeping in mind that many children exhibit a combination of learning styles. (See Appendix A).

Titone and Danesi (1985) have identified four traits which characterize a good learning style and which lead to an aptitude for language learning. These traits are perceptual-motor ability (the ability to perceive and produce sounds), grammatical-cognitive ability (the ability to recognize grammatical function and form), mnemonic-cognitive ability (the ability to memorize items in a short period of time), and generalization ability (the ability to induce patterns and rules from language data). It is suggested that if teachers were to engage children in playing memory games or in activities identifying sounds, or finding patterns, they would help children develop these traits and in turn, become better language learners.

2.12 STRATEGY USE

It is claimed by many researchers that strategies shown to be effective in second language learning can be taught to less successful language learners (Bialystok and Frohlich, 1977, 1978; Breen and Candlin, 1980; Faerch and Kasper, 1983; Hebert, 1986; Hosenfield, 1976, 1979; O'Malley et al., 1985; Prokop, Fearon and Rocket, 1983; Wenden, 1985, 1986). This being the case, teachers who are familiar with good language learning strategies can engage their students in activities which will foster the development of these strategies and in turn, help students become better language learners.

According to Rubin (1985), good language learners exhibit the following characteristics:

a) **They are willing to guess** - Teachers can encourage students to guess intelligently by showing them how to base their guesses upon specific information such as a clue in a grammatical structure, in a lexical item or in a non-verbal context. Many slow language learners are not aware that guessing, when based upon specifics, is a good learning strategy.

b) **They have a strong motivation to communicate** - As previously stated, there is no doubt that motivation is a key factor in successful language learning. Since students seem to enjoy talking about themselves and their own immediate experiences, teachers can motivate students through personalized instruction by (a) using the students themselves as examples to illustrate points of vocabulary and structure, (b) using various questioning techniques to elicit personalized answers, (c) letting students create their own examples to illustrate a particular aspect of vocabulary, and (d) creating situations for spontaneous interaction. (Reiss, 1976, 1977).

c) **They are often not inhibited -** Teachers can engage students in meaningful, purposeful, real-life activities in a favourable classroom climate with the intent of encouraging risk-taking and of developing a willingness to make mistakes in order to learn to communicate.

d) **They are prepared to attend to form or to look for patterns in language -** Teachers can point out form and make students aware of patterns as well as encourage students to monitor each others speech and seek correction from each other.

e) **They practise -** They seek opportunities to use the language. In addition to establishing the kind of classroom climate in which students are eager to speak and are motivated by personalized and creative activities, teachers can also facilitate communication amongst students in the classroom by engaging students in activities where they have to:
- establish a social relationship (phone calls, class visits, interviews).
- seek and give information (interviews, research projects and presentations).
- express reaction (opinion poll re school event).
- learn to do something (follow a recipe, task cards).
- talk themselves out of trouble, persuade, discourage, or entertain others (drama, role-playing).

f) **They monitor their own speech and that of others -** Teachers can encourage this strategy by allowing students to play a greater role in class communication through group work, peer correction, learning centres, etc. Less teacher-talk and more student-talk is desired. Through games such as Espion (See Section 6.15), students are made more aware of their own speech and that of others.

g) **They attend to meaning -** Teachers can engage students in activities requiring the search for meaning rather than for grammatical components.

In general, strategy training can encourage active learning and provide for individual learning needs and problems. Learning strategies can complement other language skills in their contribution to overall achievement and development of competence in the second language.

2.13 PREVIOUS LEARNING EXPERIENCES

Before entering school, children have had different experiences through which they have acquired concepts, skills, understandings, and attitudes. Their interpretation of what they see and hear in school is based upon these past experiences which may have been limited or extensive, negative or positive.

Children coming from strongly literate environments may be more ready for certain types of activities, whereas children coming from poorly literate environments may need to "fill in the gaps", so to speak, before they are ready for these same activities. It is the teacher's responsibility to direct learning and provide an opportunity for these children to develop oral language by reading stories,

talking with them and encouraging discussion. This will better prepare these children to participate fully in class activities.

Teachers must recognize and respect the diversity of experiential backgrounds and plan activities which will take children from where they are to higher levels of learning.

By allowing children to progress at their own pace, positive self-concepts are developed which in turn enable children to become good learners.

Research has shown that previous language experiences may also have either positive or negative effects upon a child as a second language learner. LoCoco (1976) found that previous language experience influenced the types of errors made by language learners: increased language experience resulted in fewer interlingual errors (errors due to transfer from the first language). She found that previous language experience also influenced the degree to which certain strategies such as transfer, over generalization and simplification were used by language learners. Corder (1978) suggested that previous language knowledge facilitates language learning and acts as an additional source for the communicative strategy of borrowing in situations where the second language of the learner is still inadequate.

Teachers who are familiar with transfer, over generalization and simplification strategies will better understand why some students function as they do and will be able to diagnose certain structures and provide proper remediation to overcome the problems.

2.14 THE LEARNING ENVIRONMENT

Primary children who are part of a rich and stimulating learning environment are in a favourable position for learning. A good learning environment is crucial to a child's cognitive, physical, social and emotional growth. Children want to come to a place where they are appreciated and where they are given opportunities to interact with one another, with the teacher and with learning materials. Children require a rich learning environment where learning is fun.

Due to the utmost importance of creating a rich and stimulating learning environment, a separate section pertaining to the creation and organization of a stimulating second-language learning environment has been written. Please refer to Section 3.5 for details.

Having highlighted factors which determine a child's success in second language learning and provided suggestions to promote successful language learning, it is hoped that teachers will better understand the child as second language learner and will be able to provide positive language learning experiences in the French immersion classroom.

CHAPTER 3 - The French Immersion Environment

3.1 THE FRENCH IMMERSION TEACHER

A guide on the side rather than a sage on the stage (Unknown)

This clever lyrical expression describes in a nutshell the role of the teacher in today's school. With changing trends in educational methodology the educator has been forced to re-evaluate his/her position vis-a-vis students and the implementation of curriculum.

Despite the changing philosophies, there are some fundamental characteristics ascribed to teachers which remain unchanged. Empathy, patience, understanding and inventiveness are qualities desired of any teaching professional. Due to the nature of French immersion programs, however, the French immersion teacher must possess not only these very universal qualities but a host of others as well. Haché (1985) and others have outlined the following characteristics of an effective French immersion teacher:

- possesses native-like fluency in the French language so as to provide a good linguistic model for students; the French language is used at all times, in all situations.
- possesses the ability to communicate in English, orally and in writing; frequent and effective communication with parents is essential. (Resorting to English, with individual students, in crisis situations, might be necessary).
- has a knowledge of French culture.
- understands the conditions specific to immersion-type instruction.
- understands all facets of the language acquisition process (the manner in which language is learned and assimilated).
- is conscious of students' self-image and respects different learning styles.
- is able to provide meaningful activities which are significant and stimulating for the student.
- is able to adapt his/her oral expression, course content and methods to student ability level.
- understands that course content is just as important as learning the second language.
- is a facilitator of learning.
- is observant so as to pin-point student interests.
- creates situations where thoughts and ideas can be exchanged.
- provides an atmosphere where students can practise, observe, analyze and evaluate communication skills.
- is an animator (The classroom is the place where students must live French language and culture).
- encourages students to speak and to respect the opinions of others.
- is a model for classroom activities (i.e. silent reading, journal writing, dictionary use).
- is encouraging and always relates to students in a positive manner.
- is friendly and dynamic.
- is attentive to students' personal needs as well as to program content.

Roinsol (1989) describes the criteria required of French second language teachers. The following table, adapted from her work, (p. 9) outlines a profile which applies equally to French immersion teachers.

	KNOWLEDGE	ABILITY	PROFESSIONAL DEVELOPMENT
Language	Mastery of both written and spoken French.	Communicative approach - use of spoken language in class.	Regular up-grading necessary for non - francophones.
Culture	Knowledge of French/ francophone culture in Canada and elsewhere.	Use of pedagogical resources - print and audio-visual documents.	Positive attitude Seeks contact with French/francophone cultures.
Learning	Theories of second language learning in functional context.	Adaptation of teaching style to different student types and situations.	Avails of all learning situations.
Teaching	General and language teaching strategies.	French second language teaching methodologies.	Awareness of current research Continual adaptation.

3.2 ORGANIZING FOR INSTRUCTION

Children Learning (1990) outlines three types of instruction which can involve children in either individual, small group or large group activities:

- teacher-directed instruction
- teacher-supervised instruction
- teacher-guided instruction (minimal involvement of teacher).

Teacher-directed instruction. Many objectives in the primary curriculum require direct teaching. Typical teacher-directed activities are:

- teaching a concept/skill in a specific curriculum area,
- leading a discussion,
- reading a story/poem,
- giving a demonstration,

- developing an experience chart,
- learning a song/game,
- asking questions.

Teacher supervised instruction. In teacher-supervised instruction, children work with teacher supervision on a variety of tasks:

- practising a concept or skill,
- writing a story (conferring with the teacher),
- reading a book,
- creative art/drama,
- small group discussions,
- learning centre activities.

Teacher-guided instruction. From time to time, primary children will be engaged in activities where the teacher is present but is minimally involved in the learning situation. These activities include:

- participating at a listening station,
- uninterrupted sustained silent reading,
- journal writing,
- participation at learning centres on some occasions,
- small group discussions,
- cooperative art/drama.

During all types of instruction, there is on-going teacher-child and child-child interaction.

Grouping

The research on collaborative learning, commonly known as small-group learning, indicates that when students work together on something they learn more (Johnson & Johnson, 1985). There should be daily opportunities in every classroom for students to work together. "Sometimes the teacher may assign the groups and assign specific duties for the different members of the groups. At other times, teachers may let the children choose a subject or activity of interest, and the groups will be formed of children who chose the same thing. Groups can research questions, share and respond to each other's writing, prepare a play for the class, make a mural, or do any number of other activities." (Cunningham, Moore, Cunningham, & Moore 1989: 220 - 221). When students are involved in small-group collaborative learning, they develop and practise high-level thinking skills, they learn how to work cooperatively, and they develop independent work habits.

Current methodology for communicative language teaching also strongly favours group activities and student-student interaction. Opportunities for second-language use are greatly increased when students work in small groups or with a partner.

Throughout the year, a variety of types of groupings should be used, with groupings being flexible and changing regularly. Students may be grouped according to a common interest, for example, according to reading ability, or even randomly. They may be grouped because of their interest in a particular topic or title or because they need the challenge and simulation which can only be provided by some form of grouping.

Whether students' interests, needs and abilities be different or similar, group work allows students the opportunity to discuss, to share their ideas and opinions, and to work cooperatively. It is also an excellent opportunity for the teacher to hold

conferences with the students, individually or in groups.

Grouping has many advantages:

- It makes the classroom more student-centered.
- It encourages students to socialize.
- It increases opportunities for communication.
- It encourages all students to participate.
- It leads to improved oral skills and, therefore, to greater linguistic proficiency.
- It increases motivation.
- It promotes positive attitudes toward learning and using French.
- It provides variety.
- It promotes independence.
- It helps the teacher make the best use of instructional time.
- It gives the teacher time to help students individually or to work with a small group of students.

Preparation is essential for group work. The classroom should be arranged to facilitate interaction; all materials should be readily available, and students should understand the tasks they are to engage in and the routines to be followed. The following are some guidelines for group work:

- Everyone must participate.
- Students must know the purpose of the activity and how to do it.
- All group members must know what they are to do.
- Students must be aware of the acceptable noise level.
- Students must know how much time is available for each activity and how to make the best use of it.
- Students must use French in their groups.

During group work, teachers act as facilitators. By demonstrating trust in students' capabilities to work cooperatively, they help students become confident about group work. Teachers also show students how they can help one another. After the preparation, teachers can move around the classroom, providing help and clarifying points. They can monitor each activity noting areas of weakness, observe students and help them individually, or work with a small group on a more teacher-directed task. Through the use of grouping practices, teachers can provide a balance of types of instruction and incorporate teacher-directed, teacher-supervised and teacher-guided instruction into their daily routine. Through grouping, they can also provide greater opportunities for students to use French, thus contributing to the development of their communicative competence.

3.3 LEARNING CENTRES

Learning Centres serve two useful functions in a classroom:

1. They allow teachers to work regularly with small groups of students in order to:
   - introduce new concepts
   - reinforce or extend concepts
   - remediate concepts being taught
   - conduct conferences
   - evaluate curriculum objectives
2. They provide opportunities for students to work co-operatively or independently, promoting self-directed learning.

Learning Centres can be small areas in the classroom devoted to specific learning activities or a simple box of materials

students can work with at their desks or on the floor. These activities provide concrete hands-on experiences related to the various objectives of the curriculum. Appendix B suggests a list of centres.

Evaluation is an on-going process during Learning Centre activities. The teacher has daily opportunities to evaluate student learnings when working regularly with smaller groups of students (one-half or one-third of class). It is also necessary, however, for the teacher to monitor students working independently. This should be done for a few minutes during transition time. When observing students working independently, the teacher should consider the following:

- Is the child completing the task at the Centre?
- Is the child working at his/her ability level?
- Is the child progressing in the area of skill development?
- Is the child working cooperatively with others, or does group membership need revision?
- Is the child following the established routines at the Centre?
- Is the child using French in interaction with others at the Centre?
- Does the child have the appropriate French vocabulary and structures to function successfully at the Centre?

Follow-up discussion/sharing time is extremely important in the immersion class after all Learning Centre activities are completed. Although follow-up can take a variety of forms, it is nonetheless an integral part of the activity. Time spent in this way is not wasted; through informal discussion and sharing of ideas and experiences, language will be reinforced and children will be provided with a deeper understanding of concepts and skills. The recording of information or findings on experience charts is a useful technique to use in the follow-up activities. Time should also be allotted for children to question one another, to compare experiences and to discuss their experiences at the Centres.

3.4 PLANNING AND TIMETABLING

Advanced planning to ensure the attainment of program objectives is an exercise of utmost importance. Although it need not be elaborate, a yearly planning schedule is indispensable. It allows the teacher an opportunity to plan an overview of the material to be covered during a given year and it provides an opportunity to plan subject area integration. (For example, if planning to cover the theme "Fruits et légumes" in language arts in October, one might decide to also cover the topic "Nutrition" from the health program during the same month.)

Monthly planning provides the teacher with a more specific outline of exactly what is to be accomplished during a given month and it is through this monthly planning that the details of subject area integration can be worked out. See Appendix C for a sample theme which integrates subject areas.

To have an effective program, yearly, monthly, weekly and daily planning are essential. **Consultation of the various subject area provincial curriculum guides is imperative in the process.** Teachers must therefore ensure that they have access to these documents. The following pages provide examples of daily planning sheets.

See Appendix D for examples of other types of planning sheets.

ONE EXAMPLE OF A TIME-TABLE FOR GRADES 1 - 2

08:45 - 09:00 Arrival Activities
- Arrival of students
- Organization of belongings
- Playing of games/Silent reading
- Formal Welcome

09:00 - 09:10 Opening Activities
- Bilingual announcements
- National anthem
- Prayer
- Register

09:10 - 09:40 Whole Group Activities
- Discussion/sharing
- Class messages/Message of the day
- Show & Tell
- Songs, rhymes, comptines
- Vocabulary games
- Shared reading
- Film, video, filmstrip

09:40 - 10:10 Reading Activities
- Language experience activities
- Shared reading
- Silent reading/Partner reading
- Story development
- Story dramatization

10:10 - 10:40 Writing Activities
- Journal writing/Shared writing
- Story writing (modelling)
- Poem writing

10:40 - 11:00 Recess

11:00 - 11:30 Music/Physical Education

11:30 - 12:00 Science/Social Studies Activities
- Theme, centres
- Projects/small group work
- Experiments
- Field trip or visit

01:00 - 01:15 Health/Religion Activities
- Class discussion
- Small group activity
- Presentation

01:15 - 02:15 Mathematics Activities
- Small group lesson
- Guided activities
- Games related to objectives
- Revision/Evaluation

02:15 - 02:45 Centre Activities/Conferences
- Listening centre
- Art/painting centre
- Interest centre
- Reading centre
- Theater/drama centre
- Math/science centre

02:45 - 03:00 Closing Activities
- "Wrap-up" time
- Complete unfinished work
- Tidy-up
- Note homework/Preparation for dismissal

ONE EXAMPLE OF A TIME-TABLE IN GRADE 3

08:45 - 09:00	Arrival Activities - Arrival of students - Organization of belongings - Playing of games Silent reading - Formal welcome
09:00 - 09:10	Opening Activities - Bilingual announcements - National anthem - Prayer - Register
09:10 - 09:40	Whole Group Activities - Discussion/Sharing - Class messages/Message of the day - Songs - News - Exchange on a subject - Vocabulary games - Shared reading - Film, video, filmstrip
09:40 - 10:10	Reading Activities - Language experience activities - Shared reading - Silent reading/Partner reading - Story development - Story dramatization
10:10 - 10:40	Writing Activities - Journal writing/Shared writing - Story writing/Story modelling - Poem writing
10:40 - 11:00	Recess
11:00 - 11:30	Sciences/Social Studies Activities - Theme - related activities - Centres - Projects/Small group work - Experiment - Field trip or visit
11:30 - 12:00	Music/Physical Education
01:00 - 02:00	Mathematics Activities - Small group lesson - Guided activities - Math games - Revision - Evaluation
02:00 - 02:30	Health/Religion Activities - Class discussion - Small group activity - Presentation
02:30 - 03:00	English Language Arts Activities - Story reading - Shared reading/Shared writing - Theme work - Guided activities - Group activities

3.5 CREATING A FRENCH AMBIENCE

La condition la plus essentielle à la réussite d'un programme d'immersion est l'existence d'une ambiance française dans l'école où se donne le cours. On ne doit négliger aucune occasion d'employer la langue française. (Saskatchewan Education, 1987)

If an immersion program is to be effective, then every possible effort must be made to provide a French ambience throughout the entire school - not just within the confines of the classroom. The importance of labelling items found in the hallways, of translating poster captions and of making announcements in French whenever possible must not be overlooked. These activities constitute more than just a "frill". They are essential if students are to reap full benefit from their immersion school day before returning to their anglophone homes.

The responsibility for creating such a French environment lies with both the French immersion teachers and the administration. **Time should be set aside at the beginning of each year to systematically plan the school's course of action for creating a French ambience.**

Activities which would be useful in creating a French ambience include:

- French music over the PA system at recess and lunch time.
- Visits from French theatre or music groups.
- Visits from francophones living in the community.
- French bulletin board displays in the corridor.
- Student broadcasts/announcements in French.
- Singing of `O Canada' in French at assembly time or over the PA system,
- Mini French week.
- Sharing between classes (ie plays, concerts).
- Preparation of French meals
- School wide celebration of French holidays/events.
- Exchanges with francophone school children via letters, video tapes, cassette tapes, phone calls or actual visits.

Some community contacts which might be helpful in trying to bring more French into the school include the following:

- the local francophone association.
- francophone professionals in the community.
- college/university staff members: French Department, Faculty of Education (French methodology).
- federal government agencies.

3.6 INTEGRATION OF CULTURAL CONCEPTS

I do not want my house to be walled in on all sides and my windows to be stuffed, I want the cultures of all lands to be blown about my home as freely as possible. But I refuse to be blown off my feet by any. (Mahatma Gandhi)

The Report of the Policy Advisory Committee on French Programs. (Government of Newfoundland and Labrador, 1986) proposes four objectives for early immersion programs. Of these objectives, the first two deal directly with the acquisition of French as a second language - bilingualism. The remaining objectives, however, concentrate on the ability to understand and effectively function in a second culture - biculturalism.

With respect to the concept of biculturalism, the Report proposes the following objectives:

- Pupils should be able to function well in a French environment and, if desired, accept employment using French as the working language;
- Pupils should be able to understand and appreciate the emotional attitudes and commonly held values of members of both official language communities.

Stephen Carey (1984), reflecting on French Immersion education, addresses the issue of bicultural awareness. He states:

> If indeed a cultural understanding and sense of empathy for different value systems is an important goal of immersion programs, far more effort will have to be directed to promoting the culture of the other linguistic community and to providing opportunities for these students to further their access to and their appreciation of the francophone culture (p.248).

Although this guide is concerned with the acquisition of French as a second language and the appreciation of French culture, we must not lose sight of the fact that Canada is a multicultural nation. The immersion experience must underline the importance of recognizing and accepting all cultures. There are sound pedagogical reasons for including cultural components in the primary curriculum. These include fostering a climate of understanding and tolerance in schools and society, increasing student interest in second language learning, and providing language instruction programs that are stimulating and motivating.

This philosophy is in line with the Department of Education's Multicultural Education Policy (Draft, 1991) which states:

> The outcome of multicultural education should be an increased knowledge about other ways of life, and cross-cultural social and communication skills.

The teaching of a second language is not simply instruction for communicative competence. It involves acquiring a mode of expression that is used by members of a different cultural group. This necessitates instruction in areas far removed from basic language skills. To understand and adapt to the target culture, students must be exposed to all facets of that culture. This includes some exposure to elements of geography, politics, sociology, religion and fine arts, to name but a few.

Culture is an integral part of second language instruction and should be addressed as such. Activities appropriate to the students' interest and ability level should be systematically introduced and evaluated.

The mandate, then, to teach cultural concepts in the early immersion program is clear. What needs to be addressed is the actual cultural content for each grade level. To this end, sample topics encompassing French, French Canadian, Acadian and French Newfoundland culture, are provided in Appendix E. It is suggested that each grade level focus on at least one cultural concept from each of the target cultures, as well as on other cultural groups in Canada, such as the Innu, Inuit, Chinese and East Indians.

In addition to the topics suggested in Appendix E, many "small c" cultural activities can easily be incorporated into daily classroom learning. Some examples include:

- noting authors and illustrators of books
- noting general themes from songs and books
- teaching expressions (both idiomatic and gestural)
- teaching social etiquette (i.e. phone use, table manners, introductions)
- introducing varied accents through class visitations or use of radio, T.V., tapes, or recordings

The important thing to remember is that culture reflects a way of life and should therefore be incorporated whenever and wherever possible into the daily life of the classroom.

CHAPTER 4 - Instructional Approaches for French Immersion

4.1 WHOLE LANGUAGE IN FRENCH IMMERSION

Whole-language programs are programs of personal growth and empowerment... In whole-language programs, pupils read, write and communicate with increasing linguistic power. (Dr. Norma Mickelson, 1988)

Whole language is a philosophy of language learning and teaching whereby language is purposefully and meaningfully used for communication, learning and enjoyment.

A whole language program is child-centered. It begins with the language, thoughts and knowledge of the child and then engages the child in activities to promote further development in all aspects of the language arts (listening, speaking, reading and writing) across all areas of the curriculum. Although skills are taught, the program is not hierarchial or arbitrarily sequenced. The student progresses from one skill to the next as necessary but never in isolation. It is in this manner that the program is holistic and integrated.

In such a program, children are trusted to monitor and evaluate their own learning. Individual differences are acknowledged; choice is permitted; autonomy is developed; language is owned. Learners are surrounded with language and are encouraged to use it in thoughtful, meaningful, purposeful ways. Multiple opportunities are provided for expression and "risk-taking." Assistance, positive feedback and encouragement are readily available. The environment is rich with models, demonstrations and presentations.

Literature, language experience and basal, sequential materials are used as the basis for teaching. The program is resource-based and teachers are encouraged to use all appropriate and relevant resources at their disposal.

Due to the child-centered nature of a whole language philosophy, the role of teachers and parents changes. "The teacher becomes a learner, a coach and a helper rather than an authority who always decides what will be done. Co-learning and teamwork are encouraged." (Mickelson, 1988). Teachers and parents become colleagues, co-learners and co-teachers. This is still possible in a French immersion program, despite the fact that many parents do not speak French. (See Chapter 9 - Parents as Partners).

Evaluation is an integral, on-going component of a whole language philosophy. It is carried out by students, teachers and parents. Students "evaluate" their work and decide what to add, what to delete and what to revise. They are given opportunities to express their opinions about their own work and to decide ways in which to improve it.

Teachers evaluate primarily through observation. They trust in their observations to determine "where each child is, what each is doing and what each needs in order to grow." (Mickelson, 1988) From this evaluation, they devise activities which foster further development of each child. The teacher's self-evaluation in such a program is also essential.

Parents, too, evaluate their child's progress through observation. They are constantly monitoring their child's disposition, reaction,

ability to read or to cope with homework. By observing and communicating, all three, students, teachers and parents, play an active role in the evaluation of the whole language program.

The following sections of this guide deal with language across the curriculum and offer suggestions as to how to integrate other subject areas into a program that places a heavy emphasis on language development.

For the purposes of examining selected aspects of oral language development and literacy development specific to French immersion, listening, speaking, reading and writing are treated separately. The fact that these language components are presented in this way is by no means intended to downplay the interrelatedness of language arts nor the whole language nature of the primary program. On the contrary, it is the intent of this guide to offer strategies, ideas, activities, and suggestions to help teachers implement a whole language program.

4.2 LANGUAGE ACROSS THE CURRICULUM

Since the publication of the Bullock Report, *A Language for Life* (1975) there has been more and more emphasis on Language Across the Curriculum (LAC). It is believed that language helps thinking processes, and that concepts are best learned and understood through activities which permit children to share ideas, formulate hypotheses, examine problems and find possible solutions.

In a French immersion program, through the exclusive use of French as the language of instruction, children begin to acquire French language skills while developing simultaneously their cognitive abilities. In other words, children develop linguistically as they develop cognitively, much as they do when acquiring their first language.

Traditional second language teaching methods suggest that experiences and activities should be limited to previously mastered vocabulary or carefully controlled and sequenced structures which have been taught in advance. In a natural language acquisition situation, language grows out of a child's experience. One hopes to recreate this natural language acquisition situation in the French immersion classroom, allowing children to acquire their second language in much the same way as they acquired their first language.

At times, it may be necessary to approach vocabulary development in a more structured manner. New vocabulary can be developed in ways which are interesting and motivating to students. Word games can be used to develop necessary vocabulary in any subject area. New vocabulary should not be developed in long drill sessions. Since children thrive on play, they should be engaged in creative play that will help to enrich their vocabulary. Creative play enables children to learn new things without realizing they are learning. Learning becomes effortless and fun. Through word games, learning new vocabulary can be fun and effective.

In Appendix F, some word games are described. It is hoped that teachers will use these games as a basis for developing their own games. When playing, it is important to choose activities that allow for as many children as possible to be actively involved. It is also important not to repeat the same activity for too long a period or children will become bored and lose interest. Where there is boredom, there is very little language learned; where there is fun, children learn.

In order to enhance the process of language acquisition, it is suggested that an interactive and experiential learner-centered approach be used. The learner is encouraged to communicate in French as much as possible, to experiment with concrete materials, to form hypotheses, and to bring the language alive by using
it at all times and in all subjects. To ensure that language is constantly in use, interactive learning situations should be created. Circumstances whereby the learner is at the centre of activity and in communication with others may be created through:

- learning centres.
- team work.
- group work.
- student exchanges.
- oral presentations followed by class discussions.
- debates.
- research projects.

A French immersion classroom is an active one. It is a place where children discuss, exchange, think, work, create and have fun. It is a place where children learn by doing, using French as the language of communication.

> *If we view teaching language as the teaching of thinking skills, the concept of language across the curriculum becomes common sense.* (Education Manitoba, 1987)

4.3 INTEGRATION OF SUBJECT AREAS

The philosophy of Language Across the Curriculum is directly linked with the idea of integrating subject areas. How can one describe a scientific process without using language? How can one effectively demonstrate a mathematical problem using manipulatives without using language to describe each step? How can one compile a report on community life without using language? Language (communication) is the thread which weaves through all the subject areas and ties them all together.

Faced with time constraints and a heavy program of studies, teachers must learn to maximize the time which is available. Integration of subject areas through theme teaching is a very effective technique as it permits the development of language skills through subject area content. In this way, curriculum objectives are met as language skills are developed.

Provincial curriculum objectives are found in the specific curriculum guide for each subject area. Teachers are responsible for obtaining these guides and ensuring that objectives are met as themes and activities are planned.

The sample theme *Moi*, on page 30, demonstrates the development of language skills integrated with subject area content.

The theme entitled *Moi* can easily be integrated into all subject areas. Language is evident throughout and core objectives from each subject area are met. Upon completion of the theme, children will have *listened* to the presentations of others, *spoken* about their roles in their neighbourhood, *written* about themselves and *read* each others' stories about themselves.

Although certain core objectives are best attained through subject-area-specific activities or lessons, language always plays an important role.

Another example of language development through subject area content would be a research project. In doing a research project, children are involved in all language skills:

Listening — Student must listen to ideas, questions, comments of others.

Speaking — Student must talk over ideas with team workers and give an oral presentation of a project.

Reading — Student must read for relevant information.

Writing — Student must record information and write a report.

Suggestions for the planning and organizing of research projects are included in Section 4.5 and in Appendix G.

WEB FOR DEVELOPMENT OF AN INTEGRATED THEME

ARTS DU LANGUAGE

Write a paragraph describing yourself. What do you look like? How old are you? What do you like to do?

MATHEMATIQUES

How tall are you in comparison to others in your class? Make a graph to see where you fit in.

ARTS PLASTIQUES

Draw a picture of "me".

Make a collage of all the students in the class.

Model your community from clay.

Make silhouettes of your classmates.

RELIGION

Discussion: How can you be kind to others?

MOI

SANTE

How do you keep healthy?

Discuss nutrition, hygiene, exercise.

SCIENCES HUMAINES

What role do you play in your neighbourhood?

What kind of things do you do to be a good neighbour?

Make a map of your neighbourhood.

SCIENCES

What is your height? weight?

What are your measurements? head? waist? arm length?

This theme may be presented in the form of a small booklet so that the child has a unit of work to take home upon completion. (See developed sample booklet in Appendix C).

4.4 RESOURCE-BASED LEARNING

A resource-based learning approach is strongly recommended for effective teaching and learning in a French immersion program. Resource-based learning involves the use of a wide range of learning resources to meet curriculum objectives and accommodate individual needs and learning styles. Students are actively involved in the learning process through planned instructional activities using a variety of appropriate print, non-print and human resources.

Resource-based learning is founded on the following principles outlined in *Learning to Learn* (1991):

- The student's role is one of active participation.
- Emphasis is on the process of learning - students learn *how* to learn.
- Experiences and activities are carefully planned around instructional objectives.
- A wide range of abilities, needs, interests and learning styles is accommodated.
- The instructional program is flexible enough to allow learning strategies and skills to be taught functionally within the context of purposeful, relevant and meaningful activities, themes, and/or units of study.
- Learning occurs in many locations - e.g. in the classroom, in the learning resource centre, in other parts of the school, as well as in locations external to the school such as in the home and in the community.
- A wide variety of resources is required, e.g. print, non-print and human resources.
- An atmosphere of collegiality and cooperation exists among all educators.
- Students interact with the learning environment at their own level, individually and in small groups.
- Many different instructional techniques, approaches and strategies which actively involve students are used.
- A well developed collection of resources is essential.
- The active involvement of the teacher as a facilitator of learning is crucial.
- The responsibility for ensuring that learning takes place rests with the teacher who continually engages in evaluation of students while interacting with them.

Every primary French immersion classroom must have access to a wide variety of learning resources if concepts are to be meaningful to individual students of different learning styles and if individual needs are to be accommodated. This can be promoted by providing an environment in which authentic French language documents are readily available.

Resources selected should:

- promote activity - inquiry learning
- be tied to curriculum objectives
- assist with individualization of instruction

The following are examples of resources which can be used in the primary French immersion classroom:

textbooks
newspapers
child-authored books
films/filmstrips
video recordings
games
teacher made materials
encyclopaedias
Children's literature
big books
music
puppets
magazines
posters

models
dictionaries
menus
reference materials
multi-media kits
photographs/slides
television programs
displays
computer software
audio recordings of stories/poems

In addition, the value of human resources is not to be underestimated. Teachers are encouraged to establish liaisons between students and as many members of the francophone community as possible. Federal Agencies such as the R.C.M.P., Coast Guard, Custom and Excise, and Parks Canada, as well as local francophone associations, may provide valuable contacts.

4.5 RESEARCH PROJECTS

Research projects in their simplest form may be introduced as early as Grade 1. They may be conducted as a class, in small groups, with partners or individually. In the beginning stages, projects should be well-guided and fairly simple. As students become more familiar with the process and begin to develop their research skills, projects may become more detailed and wider choices of topics may be permitted.

There are four basic steps involved in research projects:

1. Formulation of a question.
2. Identification of information sources.
3. Use of information found to answer the question.
4. Presentation of what is found.

Ideas for planning research projects are provided in Appendix G.

4.6 THE DEVELOPMENT OF THINKING SKILLS

A major goal of education is to foster the development of logical thinking in children. In order to attain this goal, teachers need to capitalize on children's natural desire to explore, manipulate, experiment and discover. Children must be challenged to find out for themselves, to learn how to learn.

Teachers can help children reach a high degree of logical thinking in the following ways:

- present them with problem-solving situations where they are required to think to find suitable solutions.
- surround them with a rich supply of appropriate learning materials and to guide them in their use.
- involve them in independent study and small group work under teacher direction, in self-directed learning, and in activity-inquiry learning.
- use questioning techniques which include higher order questions.
- withhold certain information and conclusions so that children may engage in discovery.
- allow children to manipulate concrete objects in order to enhance conceptual learning and to lay the foundations for further cognitive growth.

Encouraging Critical and Extended Thinking

In simplified form, the terms used by Bloom (1971) in his description of the six levels of cognition are as follows:

1. **Knowledge:** The recall of specific, isolated pieces of information (memorization).

2. **Comprehension:** The understanding of communication and the use of the materials or ideas contained therein (translation or interpretation).

3. **Application:** The demonstration that the student comprehends and can apply what is comprehended.

4. **Analysis:** The breaking down of the material into its parts and deriving relationships.

5. **Synthesis:** The putting together of parts to make a whole (activities leading to originality and imagination).

6. **Evaluation:** The making of a judgement about the value of ideas, works, solutions, methods, materials, etc. (judging to a standard, setting criteria and weighing).

Activities involving all levels of cognition should be included in the primary program in order to help students develop their thinking skills and improve their ability to reason. The following is an example of how to apply Bloom's Taxonomy to the familiar children's story *La petite poule rousse*:

Knowledge: What did the little red hen plant in her garden?

Comprehension: Why did she take the wheat to the mill?

Application: If the little red hen had asked you for your help, what would you have done?

Analysis: What parts of the story could not have actually happened?

Synthesis: How might the story have been different if everyone had helped the little red hen?

Evaluation: Do you think the other animals were right or wrong not to have helped the little red hen? Why do you think so?

Extension: Find out how bread is made.

4.7 VOCABULARY DEVELOPMENT

In French immersion, ongoing vocabulary development is of the utmost importance. A rich lexical background is crucial not only for oral language and literacy development, but also for concept development in the various subject areas. Thinking skills, too, are influenced by level of vocabulary development. According to Moore (1989), "the broader and deeper our vocabulary, the better our ability to manipulate our language: the better our ability to manipulate our language, the better our ability to think:" (p. 7).

Students must be continually provided with a variety of meaningful experiences where new French words and their meanings are communicated with clarity and precision. They must be given the opportunity to talk about words, play with words, manipulate language, and increase their ability to use words. Direct experience must be the chief source and means of vocabulary development in immersion classrooms; from the materials of direct experience, the students develop clear and accurate meanings and concepts by sensing the relationship between verbal symbols and experience (Ching 1976). Ample opportunity, therefore, must be provided for children to examine, manipulate and talk about a wide variety of materials, including tools, toys, objects, specimens and models.

Classroom and school objects may be labelled (e.g. "Ceci est une loupe. Elle donne une image agrandie.") Specific vocabulary lists - lists of words related to particular topics, themes or usage - may be developed by the teacher and displayed in the classroom. Where possible, illustrations should accompany these lists or words. Children may make their own picture dictionary of new vocabulary, or a booklet of vocabulary related to a particular topic.

Particularly with abstract, technical, or subject-related vocabulary, a wide variety of means must be used to further extend the meaning and understanding of each word. Stick-figure illustrations, pictures, recordings, slides, films, filmstrips, diagrams, charts, booklets, collective stories and children's literature may be used to provide exposure to the vocabulary and to the vocabulary in use.

With certain concrete vocabulary, games and activities can be developed to familiarize children with words and their meanings. A "boîte aux surprises" can be used in a variety of ways, ranging from naming objects, to describing their use or characteristics. A "boîte au toucher", for example, or a "boîte aux odeurs" (ou "au gouter") could contain a variety of objects, and activities developed for exploiting the vocabulary of touch (dur, mou, lisse, etc.), smell (fort, âcre, sucré, sur, etc.) or taste (fruité, piquant, acide, etc.).

For vocabulary development to be successful, children must not only learn how to pronounce a word, but also gain an understanding of its meaning by seeing it, feeling it, using it, dramatizing it, playing with it, reading it, hearing it, smelling it, tasting it, or engaging in any other activity which would extend the meaning of the word. Children must be encouraged to use the new vocabulary (both in the oral and in the written form) in a variety of activities such as discussions, language experience, and shared or individual writing. Field trips to places in the community can also provide experiences which develop children's vocabulary. Pre-visit and post-visit activities can exploit the specific vocabulary and provide opportunities for use of this new vocabulary.

The more children use words, the more likely they are to remember them. The more words they have at their disposal, the better they will be able to express and comprehend thoughts and ideas. Playing with words, then, is not only fun, but also essential. Exercises for building and increasing vocabulary should be an integral part of the immersion program. The following activities, adapted from Moore (1989) are suggestions only and should be built on by the teacher:

a) **Meaning**
- match words with their explanation.
- mix and match words which have same or similar meanings.
- explore words with similar meanings, (e.g. Ecris des mots qui veulent dire "bouger." Va du plus lent au plus vite).

b) **Word Derivations**
- find French words which come from English, and vice versa.
- find French words which come from other languages (Inuit, Indian languages, Chinese, etc.).

c) **Homonyms, Synonyms, and Antonyms**
- use homophones correctly (e.g. sa/ça; mes/mais).
- find synonyms for words.
- underline one word in a sentence and have students find a synonym from a list provided.
- change a story line by substituting the

opposite of some words.

d) **Pairs**
- explore male and female words (e.g. chat/chatte; roi/reine).
- explore parents and children words (e.g. chien (ne/chiot).

e) **Related Words**
- brainstorm lists of words to do with a theme or topic.
- list as many words as possible to describe summer (or winter, or another topic).

f) **Descriptive Words**
- make short captions to describe pictures.
- find words to describe an object (e.g. a face showing considerable emotion).
- describe a colour, smell or sound.
- describe how things are the same and/or different (e.g. table/chaise; plancher/plafond).

g) **Categorizing**
- list words in a category (e.g. moyens de transport).
- pick out words which do not belong in a group (e.g. chien, oiseau, arbre).

CHAPTER 5 - Evaluation

5.1 EVALUATION AND THE TEACHING/LEARNING PROCESS

Evaluation is an important aspect of the teaching/learning process. It is therefore imperative that teachers comprehend its nature, its role and its importance. As stated in *Experiencing Language* (Department of Education, 1990), evaluation is

> *"the accumulation of comprehensive evidence concerning the abilities, status and problems of children by means of formal as well as informal procedures. It is the process of organizing and interpreting this information into a comprehensive description of the child against the background of his or her educational experience. The purpose is to enable school and home to discover the child's learning needs and to provide learning experience for which the child is ready."*

When evaluating children in the French immersion program, teachers must consider the factors relevant to the learning of a language other than the child's native language. First language development, second language vocabulary base, and level of comprehension in the second language must be considered. A detailed discussion of these factors can be found in Chapter 6 - *Oral Language Development* and Chapter 7 - *Literacy Development*.

Children Learning: A Primary Curriculum Handbook (1990) recognizes three types of evaluation: diagnostic, formative, and summative.

Diagnostic evaluation - seeks to pinpoint the causes of learning problems and provides the basis for corrective action. Its long-range purpose is preventative; that is, the elimination of any factors that cause learning difficulties to recur. It is conducted only as the need arises.

Formative evaluation - used to stimulate, guide and motivate student learning. This is ongoing evaluation which must be a part of every learning activity in the primary school. It can be used before, during and at the end of an instructional period.

before: to assess the learnings students have already acquired.

during: to judge how well students are responding to instruction.

end: to analyze and use the results as a basis for directing teaching and learning.

In the primary grades, it is often necessary to use formative data for summative purposes. Teachers' observation, informal testing and records of children's work provide more reliable data than pencil and paper tests given at the end of a unit of work.

Summative evaluation - used to evaluate students for the purpose of reporting to parents and principals. The whole child must be assessed. It is advisable to consider children's cognitive stages of development, their intellectual abilities, their social and emotional development, their past and present levels of achievement and the teacher's general knowledge of the child.

In the evaluation process or cycle, four main steps occur and recur: selection, collection, description, interpretation.

- Teachers *select* what will be evaluated and how it will be evaluated.
- Teachers *collect* authentic evidence of student behaviour and learning.
- Teachers *describe* what the child can do, his/her developmental level.
- Teachers *interpret* the evidence collected. (British Columbia Ministry of Education, 1990)

Teachers use a variety of sources when evaluating students' progress. They collect information by observing children, by holding conferences with children, and by examining samples of their work. Notes or records on observations, including anecdotal comments, checklists, rating scales and other observational information are kept in individual student files along with notes from conferences and samples of the children's work.

Evaluation is an ongoing process in the classroom, with informal observations and conferences taking place on a daily basis. Formal observations and conferences also take place regularly, with the teacher focusing on a small number of children at a time. Both formal and informal evaluation techniques are used as the basis for reporting to parents on children's progress. Reporting on children's progress can also be formal or informal. Teachers have access to a wide range of information on children's learning and performance and must use their own judgement in determining whether or not it is appropriate to report to parents outside of regular report periods. All forms of evaluation which are undertaken by the teacher and children are useful in communicating with parents or guardians about children's progress.

The following sections highlight some techniques used in the collection of information for evaluative purposes in the primary grades. Through observations, teachers can assess children's behaviour, interactions, and development. These observations need to be recorded for analysis and reflection. Such records may take the form of checklists, anecdotal records and rating scales.

5.2 OBSERVATION

Observing a student's behaviour allows the teacher to make decisions on that student's progress. It allows the teacher to assess the degree to which students achieve objectives and it provides an opportunity to evaluate the learning process.

Observations must be made systematically, and on multiple occasions, and should involve a variety of activities and situations which elicit the behaviour and qualities being assessed.

Observation permits the evaluation of a number of learning skills which are difficult to evaluate in other ways. Observation can assist a teacher in determining a child's degree of skill development, knowledge of content and ability to apply skills. Through systematic observations within the classroom, the teacher is able to gather information about each child's strengths, weaknesses, particular personality and learning style. The teacher then has the information necessary to plan and develop strategies to accommodate the learning needs of each child.

In order to ensure effective observation, the teacher should:

- Clearly specify what s/he is looking for.
- Identify and observe one or two specific behaviours.

- Obtain as many observations as possible, and observe at different times during the day.
- Focus on one or two pupils at a time.
- Make observations as unobtrusively as possible.
- Record pupil behaviour during the observation or as soon as possible there after.
- Collect samples of a child's work, or photographs, or audio tapes to support and complement observations.

(B.C. Primary Teachers' Association, 1985, cited in British Columbia Ministry of Education, 1990).

Checklists

Checklists such as the Table of Language Skills and Development in Appendix H can be used by teachers in several ways:

- as a guide to develop their own checklist.
- as an instrument to determine which language competencies should be observed as the child learns French.
- to record the information resulting from the observations of the children.

Teachers should note that checklists should be used as **guidelines**. They should not be considered prescriptive in nature or as a list from which to teach. The Table of Language Skills Development in Appendix H should be used with this in mind.

Sample Checklist

Participation in Shared Reading Session Name _____	
Behaviour:	Sept. Nov. Jan. Mar. May
• Listens attentively to a story read by the teacher • Demonstrates comprehension of story • Retells story in own words • Describes feelings or emotions elicited by story • Expresses or explains preferences for certain parts of story	

1 = rarely observed 2 = sometimes observed 3 = frequently observed

Comments _____

_____

_____

Sample Checklist
Shared Writing Session

Name _____ Date _____

The child:	Not Yet Observed	With Assistance	Independently
• generates ideas for the story			
• presents ideas in a logical sequence			
• shows consideration for ideas of others			
• takes appropriate risks in suggesting spellings for words			
• shows confidence in own suggestions/ comments			
• maintains interest for the duration of the activity			

Anecdotal records

Anecdotal records provide factual written accounts of individual student behaviour and/or performance. They can serve as the basis for educational diagnosis, the development of individualized programs, or discussions with parents.

Observations should be recorded as soon as possible after the event, with the name, situation, date and time being noted. The recording should be descriptive and concise, but not interpretative in nature.

Anecdotal records can be used to focus on a specific aspect of behaviour, to record key observations on a ongoing basis or to help focus teachers' observations. The format used for anecdotal records should be practical and efficient. Experimenting with a variety of strategies and techniques for recording observations will help teachers find a record system which works well for them. File card indexes, "post-it" notes, teachers' journals, or loose-leaf sheets can all be used.

Establishing a schedule for systematic observations and for writing notes ensures that all children are carefully observed. Teachers should also note any unexpected or critical incidents which occur, whether or not an observation was scheduled.

Sample Anecdotal Record

Name _____ Date _____

Planned _____ Spontaneous _____ Observation

Observations

Comments

Rating scales

Rating scales can be used to record judgements about a variety of types of behaviour. Ratings may be either quantitative or qualitative.

In a rating scale, only important learning outcomes are included. Items are phrased in behavioral terms and focus on positive behaviours. Rating scales are completed during an observation and can be used to guide a teacher-child conference at a subsequent time.

Sample Rating Scale

Retelling a Story

Name _____ Date _____

Situation _____

Topic _____

Evident only with assistance and prompting	1	2	3	4	5	Independently and voluntarily
• presented ideas in chronological order	1	2	3	4	5	
• used connectives to show sequence ("puis", "ensuite", "aussi", "après")	1	2	3	4	5	
• recounted all main ideas	1	2	3	4	5	
• used appropriate intonation	1	2	3	4	5	

5.3 CONFERENCES

Through conferences the teacher is able to discuss with a student what was observed and to gain information on the child's level of understanding. Conferences may take place in one-on-one situations, in small or large groups, in a formal or informal manner. Through the use of questions (planned or unplanned), the teacher can probe thinking and can help the child to clarify and extend his/her thinking.

Oral questioning used during daily interactions with students also provides the teacher with regular feedback on student performance.

5.4 PROGRESS FILES

Samples of the children's work provide tangible evidence of their current level of knowledge and understanding and can be used as the basis for charting and guiding progress. Children's drawings, paintings, written responses, maps, charts, webs, and projects should all be dated and added to the progress file at least once a month. These samples will show patterns of change over time, and in conjunction with notes from observations and conferences, can effectively demonstrate progress.

5.5 READING LOGS

Reading logs provide a valuable source of information about a child's reading interests. These logs are generally used as part of the home-reading program, allowing children to keep track of their own reading development.

CHAPTER 6 - Oral Language Development

6.1 ORAL LANGUAGE: AN OVERVIEW

Listening and speaking are interrelated. Before attempting to speak, children in a French immersion program will require many opportunities to listen to good language models. During this "passive" or "silent" period (i.e, listening, understanding before speaking), the length of which varies from child to child, children will absorb a great deal of language by listening to songs, stories, poems and speakers. They will later venture into an active stage of producing language.

Some children may re-use a word or expression immediately while others will prefer to listen for a longer time before attempting to speak. Although both learning styles are valid and respected, all children are encouraged to speak in non-threatening situations through the use of songs, games, poems, chants, and rhymes. Appendix F gives examples of games for further vocabulary development.

In the beginning stages, children will listen to French models and respond in English. Over time, as more and more vocabulary is assimilated, children will begin to insert French words and expressions into their English sentences until eventually entire utterances are in French.

Experienced teachers in this province have noticed that the following pattern generally applies:

Grade 1. In the first three to four months of the school year, children use a lot of English with the insertion of French words and expressions. As the school year progresses, however, the use of English is discouraged. Basic structures such as *Est-ce que je peux aller aux toilettes?, Est-ce que je peux tailler mon crayon?, Je m'appelle, J'habite à ...,* should be insisted upon very early in the year. Children generally have sufficient vocabulary and are familiar enough with communication strategies such as circumlocution, paraphrasing, gesture, appeal, and so forth to be able to cope with basic communication in French. Nonetheless, the teacher must use discretion in determining the extent to which individual children are able to function in French, particularly early in the school year.

Grade 2. Students are generally expected to speak in French at all times, but even at this level teachers must be sensitive to individual differences in oral proficiency in French.

Grade 3. Students are generally expected to speak in French at all times except during specified English classes. In the event that an individual child appears unable to function adequately in French in the classroom, the case should be assessed and appropriate remediation undertaken.

Although listening and speaking are interrelated, for the purpose of this guide, in order to focus upon strategies and activities specific to each, they are addressed separately. This separation is not intended to downplay the importance of either of these skills nor to suggest that in the language learning environment one be separated from the other.

6.2 THE DEVELOPMENT OF LISTENING SKILLS

Aural comprehension is perhaps the area of language development which receives the least amount of conscious attention in French immersion classes. Because French is the language of instruction one assumes that aural comprehension will develop naturally, in the same way as it did in the first language. However, one must keep in mind that aural comprehension involves much more than attending to a message. It involves listening, understanding, evaluating and interpreting. French immersion teachers should therefore be conscious of the need to provide appropriate listening experiences to their students to ensure that aural comprehension skills are developed.

In the immersion class, the process of learning to understand spoken language, although similar to that of first-language learners, is unique. Children already possess competence in their first language; they are aware of the communicative potential of language. They must, therefore, be exposed to a rich variety of language, presented in context.

The immersion teacher should consciously provide the children with listening experiences that have a real **communicative intent**. Artificial situations, isolated vocabulary and set phrases should be avoided as much as possible.

Visual or concrete support should be provided wherever feasible; nonverbal aids such as gestures and mime, should be used. This is particularly important when new concepts are being introduced. The overall aim, global comprehension, necessitates the use of a variety of strategies to ensure that all children understand.

In organizing and planning listening activities, the teacher should ensure the inclusion of:

- a real communicative intent, serving to interest and motivate the children (taking into consideration the interests and experiences of the children).
- rich and varied language models and a variety of speakers (stories, poems, songs, comptines, puppet plays, taped songs or stories, radio, TV, children's literature, and visitors to the class).
- concrete aids, visual supports and reinforcing experiences.
- listening experiences which relate to the real-life experiences of the children and treat familiar significant themes.
- vocabulary, syntax and phonetic elements which are appropriate for the level of the children.
- sufficient contextual supports to compensate for linguistic difficulties.
- activities which require a variety of mental processes, not only memorization or recall (memorization, selection, regrouping, inference, evaluation, synthesis).
- large and small group situations, as well as individual opportunities.
- opportunities for children to listen to their own voices on tape.

Throughout the primary grades of immersion schooling, the development of listening comprehension is ongoing. Opportunities should be provided at each grade level for the development of the following listening skills as identified by Ching (1976) and others:

- *attentive* listening in order to be able to concentrate on a particular detail for assimilation or reaction: Simon dit; Bingo/Loto; games where listening is required in order to respond appropriately;

listening to follow directions.

- *selective* listening in order to select particular elements according to experience, interest or need: listening for certain details (e.g. sequence), to identify characters in order of appearance, or to find particular vocabulary words (e.g. Quels mots dans l'histoire décrivent Boucles d'Or?).

- *analytic* listening in order to find the parts of a set: identifying the emotions felt by a character in a story (e.g. Boucles d'Or); identifying important information.

- *synthetic* listening in order to create a set from its parts: finding a title for a story or poem; identifying the speaker's (or writer's) main objective or idea.

- *appreciative* listening in order to react positively or negatively to an auditory stimulus: listening to music, poetry, stories, riddles, or drama in order to respond appreciatively or to determine the mood.

- *creative* listening in order to be able to supply a novel or original response to an oral stimulus: responding to a story, a poem, music, or sounds by creating visual images; creating a new ending for a story.

- *critical* listening in order to be able to evaluate cognitively: differentiating real and imaginary stories; fact and fantasy; relevant and irrelevant information; listening to determine the reason "why", to make judgements, to draw inferences or to understand meaning from context clues.

The development of auditory discrimination must receive attention in the immersion classroom. According to Ching (1976).

> "Auditory discrimination ability correlates significantly with success in learning to read, as children must be familiar with speech sounds before they can master the symbols used to represent them on the printed page. Inadequately developed auditory discrimination accounts for much of the difficulty bilingual children experience with phonics in learning to read. Bilingual children lacking in auditory discrimination ability are (also) penalized in listening situations. Because much learning takes place through listening in the school situation, if words are misperceived or confused with similar sounding words, there is likely to be inaccurate listening comprehension which leads to difficulties in the learning process in the school situation". (pp. 4 - 5)

A variety of activities, designed to stimulate children's auditory acuity and auditory perception, should be used at all levels of immersion programs.

Games and activities involving listening for or noting environmental sounds, identifying sounds made by objects, or adding to previously heard words or sentences, facilitate the development of auditory discrimination. Games such as Simon dit, gossip, and Dans ma valise il y a can be played in various ways, all requiring active listening. Taped sounds, stories, poetry and directions can be used as well, with children responding actively to what has been heard. The creation of visual images, writing original endings, spontaneous dramatization, listing of action words or descriptive words, and selection of appropriate responses can all be developed around an oral stimulus, taped or live.

Children who experience difficulty in auditory discrimination may find it difficult to understand and/or follow oral directions, and often experience difficulty with a phonetic approach to reading. As well as providing these children with activities designed to promote auditory discrimination, teachers can assist them by using visual aids (blackboard, overheads, lists, charts, illustrations, etc.) to accompany oral directions, explanations, or discourse. Given the major role of auditory skills in language and concept development, it is crucial that activities designed to promote the development of these skills be an integral part of the immersion curriculum.

6.3 LISTENING STRATEGIES

French immersion teachers should make their students aware of the following listening comprehension strategies and provide them with opportunities to practise these strategies so that they may develop good listening comprehension skills. Prediction, guessing and the use of signals can enhance listening comprehension and therefore deserve attention in the classroom.

A Predicting and Guessing

Information gleaned on the basis of what has already been said, use of world knowledge and use of identifiable signals can help students intelligently guess and predict what is being said, thus filling in the gaps for better comprehension.

B Use of Signals

There are many signals which provide clues to the listener and help him/her better understand a given discourse. These signals fall into different categories:

Linguistic Signals:

Syntactic pattern. Recognition of the syntactic pattern of an utterance can aid comprehension, bringing the listener closer to global comprehension even if certain elements are not understood.

Vocabulary. Recognition of several lexical items in an utterance will give the listener a good idea of the subject or topic being presented.

Paralinguistic Signals:

Gestures. Gestures are sometimes used to "underscore" something verbal. A gesture such as a nod of assent expresses agreement independent of the spoken word. Meaning therefore may be comprehended to a certain extent through gesture.

Voice quality or tone. Voice quality or tone adds another dimension to speech. A whispering voice may indicate fright or secrecy; a loud one may indicate anger or panic. Thus voice quality may be an aid to comprehension.

Facial Expressions. Facial expressions may indicate happiness, sadness, worry, fright, etc. and therefore help a listener to understand a message.

Extralinguistic Signals:

Visual. "A picture is worth a thousand words". Visual support to a message aids comprehension.

Audible. The speed of speech can indicate certain moods and thus aid comprehension.

6.4 LISTENING ACTIVITIES

Listening activities can be fun and often lead to some sort of active response - e.g., speaking, drawing, painting, or moving. When engaged in listening activities with primary French Immersion students, the teacher should ensure that all utterances and discourse, taped or otherwise, are delivered in a normal speed which maintains natural rhythm, intonations, liaisons, and sentence structure so as to avoid confusion when students are later confronted with natural speech in real-life situations.

Listening activities may be developed for large or small group use, listening centres, or homework assignments. Such activities may include the following:

- Have children listen to a set of directions in order to complete a drawing, move their bodies, mime an action, make or build something. (e.g., *Dessinez le monstre.* Teacher says: "Voici un monstre. Il a trois têtes. Il a cinq yeux. Il n'a pas de bouche." (Students have to draw the monster according to details given).

- Offer a running commentary on what is happening as a science or other demonstration unfolds.
- Read familiar or highly predictable stories, poems, etc. to promote discussion and prediction.
- Ask children to watch a particular television program or listen to a radio show and summarize its contents.
- Have children listen to taped songs, rhymes, and stories at a listening centre.
- Have children listen to a story for a particular reason - e.g., to discover certain detail, to predict outcome or events, or to find answers to specific questions.
- Play games which require listening comprehension. (e.g., *Asseyez-vous si*). All students stand up. The leader makes various statements such as "Asseyez vous si vous avez mangé une crème glacée pendant la récréation." or "Asseyez-vous si votre maison est bleue." If the statement applies, individuals sit down. The last student to remain standing wins and becomes the leader for the next game).
- Give children a map. Give them directions orally which they can follow by drawing the path with their pencils.
- Have students identify the object or scene described orally by choosing the appropriate visual from a selection of several pictures. Also, have students place a series of visuals in order, based on a paragraph that they hear.
- Give students several possible titles from which to choose. Have them listen to a passage and then select the title which best summarizes the passage they have heard. Students might also be asked to create their own titles. (This might also be done with summary sentences).
- Have students listen to a passage and subsequently make up questions pertaining to the content.

French immersion students interact verbally with the homeroom teacher and fellow classmates but it is important that they have the opportunity to listen to other models of spoken French as well. The use of TV, radio, films and videos is an excellent way of providing this opportunity. Through the use of these media, students can be exposed to native speakers and different accents as well as to real-life situations.

Listening activities based upon TV, radio and other media may be planned for in-class or home use. There are, however, several points to consider when conducting such activities:

Prepare the students: Before listening to a program, a taped conversation, etc., find out what the students already know about the subject content. Supply them with any social, cultural or linguistic information required in order to understand.

Identify the purpose for listening: Tell students what to listen for and explain what they will be expected to do as a result of the listening activity. In this way they will feel less threatened by the exercise.

Give prompt feedback: Students need to know if they are "on the right track". Prompt feedback and discussion are essential if the activity is to be worthwhile.

In a classroom situation, the teacher usually has control over the film, video, or program. Depending on the activity and the degree to which the students are prepared, the teacher may wish to play through or stop and start as necessary. The most important thing to remember is **not** to frustrate students. They need time and encouragement to build up their listening comprehension skills, as well as an opportunity to work at their own pace.

6.5 THE LISTENING CENTRE

A listening centre is important in all primary classes. For students enrolled in French immersion programs, a listening centre can provide:

- good language models, illustrating expression, intonation, etc.
- an introduction to and reinforcement of structures, vocabulary and expressions.
- an opportunity to repeatedly listen to a favourite story - listening for pleasure.
- an opportunity to independently develop listening skills.
- an opportunity to listen in order to predict events.
- an opportunity to learn the words of a song, poem, story, etc. using correct pronunciation and good expression.
- an opportunity to develop an interest in literature.

As mentioned in the section entitled *Listening Activities*, teachers can develop a variety of activities for listening centres. Time spent at a listening centre will result in:

- expanded and enriched vocabularies.
- many common experiences for discussion.
- increased ability to listen to literature for a specific purpose.
- an increased fluency in reading by listening to models of good reading.

- the development of listening comprehension skills.
- expressions of personal interpretations of selections.

Materials to be placed in a listening centre include:

- a tape recorder/player.
- a record player.
- a listening station with 4 - 6 headsets.
- multiple copies of a book with its accompanying record or tape.
- tapes/records of songs, rhymes and comptines with copies of the lyrics or text.
- blank paper to respond to literature.

6.6 QUESTIONING

One aspect of communicative competence that must be developed in our French immersion students is the ability to question effectively. In order to do this, it is necessary that they recognize the social, interpersonal and cultural

dimensions of language as well as the grammatical and phonological aspects.

Questioning in every day discourse serves many functions. Students need to practise all functions of questioning and be made aware of the sociolinguistic implications of each. Through role-playing, drama, improvisation and other activities teachers can ensure that children use a variety of questioning techniques, for a variety of functions.

1. **Greetings**
   1. Comment ça va?
   2. Comment allez-vous?

2. **Refusing, turning down**
   1. Pourquoi ferais-je cela?
   2. Est-ce que je dois le faire?

3. **Getting/eliciting information**
   1. Comment ça va avec le projet?
   2. Pourriez-vous me dire comment faire ceci?
   3. Où est la carte de Terre-Neuve?

4. **Meeting a need**
   1. Veux-tu me passer le cahier?
   2. Voudriez-vous me donner le livre?
   3. Peux-tu me donner une feuille, s'il te plaît?

5. **Offering an opportunity or object**
   1. Voudriez-vous aller au parc?
   2. Tu veux un bonbon?

6. **Suggesting a course of action**
   1. On va au gymnase ce matin?
   2. Veux-tu jouer aux échecs?

7. **Offering advice**
   1. Pourquoi ne pas lui parler?
   2. Pourrais-tu peut-être demander à quelqu'un d'autre?

8. **Changing someone's behaviour**
   1. Pourquoi manges-tu si vite?
   2. Pourquoi ne joues-tu pas?

9. **Expressing disagreement**
   1. Est-ce que ça convient à cette situation?
   2. Es-tu certain?
   3. Tu es sûr?

10. **Expressing agreement**
    1. Quelle bonne idée, n'est-ce pas?
    2. Je suis d'accord, et toi?

11. **Encouragement or support**
    1. Ne te semble-t-il pas que tu as bien travaillé?
    2. As-tu bien mangé?

12. **Discouraging or dissuading someone**
    1. Pourquoi penses-tu que personne ne t'aime?
    2. Tu veux absolument le faire?

13. **Seeking agreement, persuading**
    1. D'accord?
    2. Tu viens, n'est-ce pas?

14. **Soliciting clarification**
    1. Comment?
    2. Pardon?

In order to better prepare students for real-life situations, teachers should include more genuine questioning functions in classroom talk.

6.7 EVALUATION OF LISTENING SKILLS

As previously mentioned, evaluation should be ongoing. The teacher should constantly observe children in order to monitor their progress and to determine their needs.

When evaluating listening skills, the teacher may find it useful to consider the following questions:

- Does the child seem to enjoy listening to stories, music, poetry?
- Does the child listen attentively while others are speaking?
- Having listened to specific selections, is the child able to:
  a) extract pertinent ideas?
  b) retell stories through drama or pictures?
  c) sequence events?
  d) follow simple directions?
  e) follow more complex directions?
  f) analyze, evaluate, relate, predict, infer?
  g) focus on the whole content of the selection?
  h) react to language?

Teachers may wish to draw up an observation checklist to facilitate the evaluation of listening skills.

6.8 TEACHER'S SELF-EVALUATION FOR LISTENING SKILLS

Teachers may wish to reflect on the following questions in order to assess their own program goals and objectives and the learning opportunities they provide for children, as well as to determine ways in which the development of listening skills may be enhanced:

- In what type of listening activities do I engage the children?
- Do these activities take into consideration the interests and experiences of the children?
- Is there a real communicative intent?
- Do I provide the children with opportunities to listen to a wide variety of literature (poetry, stories, fables, legends)?
- Do I provide the children with opportunities to listen to a wide variety of speakers (other teachers, visitors, native-speakers)?
- Do the children have opportunities to listen to radio, television, taped songs, stories and games?
- Do the activities provide rich and varied language models (puppet plays, games, comptines, songs, poems)?

- Do I supply concrete aids, visual support and other non-verbal aids to ensure global comprehension?
- Is the language used at the appropriate level for the children involved?
- Do the activities require a variety of mental processes (memorization, selection, regrouping, inference, synthesis, evaluation)?
- Are the children encouraged to listen to each other?
- Are the children given opportunities to listen to their own voices on tape?

6.9 THE DEVELOPMENT OF SPEAKING SKILLS

Speaking is the most effective and important means of social communication. It allows oral expression of thoughts, feelings and needs. Students in French immersion will not do this unless they are motivated to do so, feel secure in their environment, and have the necessary linguistic competence to do so.

It is therefore the teacher's responsibility to:

- motivate students by engaging them in meaningful real-life situations that correspond to their needs and interests.
- create a stimulating environment where

risk-taking is encouraged and frustration is minimized.
- engage students in authentic communicative activities which will develop linguistic competence without using tedious drill.
- promote a positive attitude toward French language and culture.

Research on second-language acquisition in French immersion programs has indicated that immersion students attain less than native-like oral competence in French (Genesee, 1978; Lapkin, 1984; Pawley, 1985; Swain, 1985). Findings such as this indicate the need to foster more native-like oral communication in the immersion classroom.

Many second-language researchers stress the importance of providing opportunities for sustained interaction in French (Swain, 1985; Swain & Lapkin, 1989). The need to push students towards conveying messages "precisely, coherently and appropriately" has been highlighted by Swain (1985) who argues that much more "comprehensible output" is necessary in the immersion classroom. Swain and others also suggest that immersion students require much more feedback on the comprehensibility or acceptability of their language.

The immersion classroom must be an interactive, learner-centered environment where children are motivated to move toward more native-like language. According to Swain and Lapkin (1989), "consistent and creative error correction strategies, broadening the functional range of classroom discourse, and insisting on varied and extended opportunities for second language use should be three essential components of immersion methodology" (p. 158).

Being aware of the importance of the "savoir parler" in the French immersion program, teachers promote and stimulate the oral development of their students. Opportunities are available for students to converse with each other and with the teacher in French. The freedom to express their feelings and needs, and to talk about their life experiences in natural conversations, becomes part of their daily routine.

The use of songs, poems, vocabulary games, "Show and Tell", puppets, theatre, role-play, box-television, all encourage oral communication. The immersion classroom promotes the development of speaking skills and oral communication through provision of a wide variety of interactional activities. Teachers encourage use of communication strategies by the children, provide appropriate feedback on attempts to communicate in French, and employ specific strategies to deal with frequently occurring errors. Immersion classrooms are interactive classrooms. They are busy places where children are actively involved in the development of their own oral language skills.

6.10 THE IMPORTANCE OF "TEACHER TALK"

As a linguistic model, the teacher provides a good native-like pronunciation and articulation as well as a wide vocabulary base. However, the most important aspect of teacher talk is the ability to adapt language to the students' level of comprehension. The use of complicated structures, expressions, and abstract utterances which are beyond the students' level of comprehension will only serve to frustrate the learners. On the other hand, over-simplification will hinder student progress.

The classroom immersion teacher should

keep the following guidelines in mind:

- Use correct terminology ("un accent circonflexe", not "le petit chapeau").
- Use language as naturally as possible. If the subjunctive or conditional tenses apply, use them. Good teacher models and exposure to language are extremely important.
- Use other linguistic models (e.g. other teachers, guests, films, videos, television productions). These resources help comprehension and expose children to more expressive language.
- Use varying intonations, gestures, body movements etc. to relay messages.

6.11 COMMUNICATION STRATEGIES

Communication strategies are problem-solving techniques or plans. They are compensatory devices called into play "in order to bridge the gap between communicative needs and limited communicative resources." (Faerch, Haastrup & Phillipson, 1984, p. 154). For the second language learner, use of communication strategies can facilitate the production of a message or the communication of an intended meaning, by compensating for an imperfect second language system.

Much of the recent literature on communication strategies indicates that the second language classroom should integrate training and practice in the use of communication strategies (Faerch & Kasper, 1983; Haastrup & Phillipson, 1983; Tarone, 1984). Used effectively and appropriately, communication strategies can help solve problems in the communication process and can compensate for linguistic deficiencies.

The communication strategies to be promoted in the immersion classroom would include the following:

a) ***generalization***: using a second language item which is a semantic superordinate; for example, using "une personne" for " un homme" or "un animal" for "un chat"

b) ***approximation***: using a word which is similar in semantic content to the desired or required word; for example, using "fermé" for "barré à clé"

c) ***circumlocution***: using a phrase to describe the semantic features of a desired word, for example, using "les personnes qui sont venus pour l'incendie" for "les pompiers"

d) ***word coinage***: making up a word from second language forms or rules; the use of this strategy could result in structures such as "elle a vitement conduit au magasin"

e) ***non-linguistic strategies***: using mime, gesture, sound imitation and other paralinguistic elements to support or replace verbal strategies

f) ***cooperative strategies***: attempting to solve a communication problem by appealing for help, either explicitly or implicitly

In order to facilitate the development of communicative competence, the immersion classroom must provide instruction and practice in the use of communication strategies and extensive opportunities for the negotiation of meaning and for communicative interaction. Students will benefit from involvement in activities where they are required to produce original language and interact with others. Teachers can maximize interaction between

students through use of grouping techniques, role-playing, drama, simulations, and "Information Gap" or "Jigsaw Puzzle" tasks. Such techniques require the exchange of real information and promote the modification of communication through the use of strategies.

6.12 LANGUAGE REGISTER

Children often arrive at the end of the primary cycle without fully understanding the use of language register - that is, using language correctly for the social setting in which one finds oneself. It is the teacher's responsibility to expose children to informal and formal use of language and to make them aware of when and how to use the different forms.

In some classrooms, for example, students *tutoient* the teacher in order to create a more familiar, friendly atmosphere. Where possible, it is recommended that teachers use the *vous* form when the principal, a guest or another teacher visits the classroom thus making children aware of the correct form of address in a more formal situation.

Polite forms of requesting information or assistance, addressing people, or asking questions should be practised in the primary classroom, perhaps in role-playing or dramatization.

6.13 PREVENTION AND CORRECTION OF ERRORS

An issue that concerns French immersion teachers is error prevention and correction. Teachers often ask "How can I promote accurate and precise language usage in the classroom?" It is felt by many teachers that it may be easier to prevent errors than to correct them. Error correction, however, must receive attention in the immersion classroom. It is up to teachers to use discretion in deciding how and when to make corrections, which errors are to be corrected and by whom.

In an immersion class, attention has to be paid to two important aspects of language: the *message* and the *form*. At the time when an error is made the teacher examines the seriousness of the error and then decides whether or not to correct it. The most serious errors are those which hinder comprehension and irritate native speakers.

Although accent plays a minimal role in oral communication, studies have shown that errors become more pronounced and like-wise more irritable to a native speaker when the pronunciation is marred by a strong accent. Whereas non-native speakers are not affected much by accent, it appears that native speakers are more tolerant toward errors when the pronunciation of the words is close to native-like. Therefore, teachers need to provide a good native-like model and encourage children to imitate as closely as possible a native-like pronunciation so that communication with native speakers can be a positive experience despite the presence of grammatical errors.

Further research by Tardif (1980) has identified four categories of errors, namely:

1. Errors due to interference from the first language. ("Je suis dix" from the English structure "I am ten.")
2. Errors due to over-generalizing a rule or structure and applying it to other expressions. (Having learned the expressions: "j'ai mangé", J'ai chanté", or "j'ai travaillé", the student tends to over-generalize and say "J'ai couré" or "J'ai metté." Over- generalization also occurs when "il faut" becomes "tu faut" or "je faut".)

3. Errors due to an unawareness of certain restrictions to a particular rule. (Having learned the expression "chez moi" the student may be unaware of its limited use. It therefore follows naturally to use "chez ma maison.")

4. Errors due to gaps in grammatical concepts. (A student who is unfamiliar with the use of the subjunctive would probably say: "Il faut que je prends mon crayon.")

According to Obadia (1983) the most common errors made by early immersion students in Grades K - 3 include the following:

- confusion between "être" and "avoir" as an auxiliary in the passé composé (J'ai allé/Je suis allé)
- confusion between "être" and "avoir" as the main verb (Je suis sept and/J'ai sept ans)
  inappropriate choice of possessive pronoun (C'est mon/C'est le mien; C'est à moi)
- addition of the auxiliary "avoir" or "être" (Il a court/il court; J'ai a/J'ai)
- subject-verb agreement (je va/je vais)
- inappropriate choice of verb (Il regarde comme/Il ressemble à//Je faut faire ça/Je dois faire ça//Je sais toi/Je te connais)
- inappropriate choice of object pronoun (Il frappe moi/Il me frappe//Tu l'as donné/Tu lui as donné)
- placement of object pronoun (Elle a donné moi/Elle m'a donné)
- form of subject pronoun (Je aime/J'aime)
- choice of subject pronoun (Il a/Ils ont)
- use of present tense instead of an infinitive (Je peux va à la maison/Je peux aller à la maison)
- agreement of possessive and demonstrative adjectives (Cet samedi/ce samedi//mon soeur/ma soeur)
- addition of a preposition (Elle attend pour l'autobus/Elle attend l'autobus)
- inappropriate choice of preposition (sur la télévision/à la télévision)

Other research has shown that if errors are not corrected, there is a danger that they will become "fossilized" (Obadia, 1984) and thus more and more difficult to correct. It is therefore essential that the teacher correct errors. Keeping this in mind, one must also be aware of the fact that too much correction will kill the desire to communicate. A child who is constantly corrected will soon learn that it is better not to say anything at all. Therefore the correction of errors must be subtle, selective and most importantly carried out without damaging the self-confidence of the speaker or destroying the child's motivation to express himself/herself. Where possible, activities focussing on correct language use should be built into the program, in an attempt to prevent use of faulty structures.

When deciding which errors to correct, teachers may find it useful to consider the following questions: Would this error irritate a native speaker? How difficult is it to correct this error? How difficult is it for a non-native speaker to assimilate and use the correct structure?

Tedious drill in gender, for example, is futile. Firstly, this type of error is not considered to be serious as it does not hinder comprehension, nor does it overly irritate a native speaker. Secondly, hours of drill will probably not resolve the problem.

On the other hand, an expression such as "Il a frappé moi." needs to be corrected. It is considered to be a very serious and irritating error to a native speaker. It can be fairly easily

corrected through a game-type exercise so that children may acquire the correct expression through use. To quote Krashen (1984) "difficult grammatical rules ought to be acquired and not only learned." In a writing situation, a student often has time to reflect upon structure. However, in oral communication the response is immediate. Students will likely make mistakes if the rule is not acquired and therefore internalized. Therefore, it is the teacher's responsibility to engage children in purposeful communicative activities which will help them to naturally acquire particular structures. This acquisition will help prevent errors from occurring.

It is not always necessary to correct an error as soon as it is made. Often it is preferable to wait until the speaker is finished or sometimes it is better to make a note of the type of error committed and to plan a mini-lesson on that structure at a later date.

The following section deals with strategies and techniques for the prevention and correction of errors. It is hoped that through the use of these techniques, careful monitoring and consistent, meaningful

correction, students will come to express themselves clearly, precisely and accurately in French.

6.14 STRATEGIES AND TECHNIQUES FOR THE PREVENTION AND CORRECTION OF ERRORS

The following strategies and techniques are intended to help teachers of French immersion to encourage correct oral expression in French in their classrooms. The list is by no means exhaustive. It is simply a starting point. The teacher should also recognize that these techniques imply to the student that despite its inaccuracy, a message has been understood. Therefore, judicious use of the techniques is recommended.

a) **Paraphrasing:** If a student makes language errors, the teacher paraphrases what the student has said, encouraging better expression.
student: Qu'est-ce que ça c'est pour?
teacher: Tu veux savoir à quoi ça sert?

b) **Modelling:**
(i) pronunciation
student: J'aime le joue d'orange.
teacher: Est-ce que tu aimes le jus de pomme?

(ii) correction of English structures
student: C'est Nicole's maman.
teacher: Oui, regarde, c'est la maman de Nicole.

(iii) correction of structure
student: Elle a donné moi un bonbon.
teacher: Elle m'a donné un bonbon aussi.

(iv) correction of gender, number, conjugation and other difficulties.
student: Les chevals est à la ferme.
teacher: Les chevaux sont à la ferme.

c) **Substituting:** If a child uses an English word instead of the equivalent in French, the teacher supplies the necessary vocabulary.

student: J'ai oublié mon bookbag à la maison.
teacher: C'est vrai? Tu as oublié ton sac d'école à la maison?

d) **Putting the student at ease:** When a student hesitates or forgets a word, the teacher can make the student feel comfortable and confident by:

(i) *Providing* part of the sentence: Hier j'ai vu un _____

(ii) Contrasting Elle n'est pas grande, elle est_____

(iii) Describing or miming the object or action: Si tu chantes, tu es _____.

(iv) *Associating* between the unknown and the known: C'est de la même couleur que ta chemise, c'est _____.

e) **Clarifying:** When a student makes a mistake, the teacher may, on occasion, encourage him/her to repeat what has been said by pretending not to have heard.

student: Jean's parents a donné il un jouet.

teacher: Pardon? Les parents de Jean lui ont donné un journal?
Because the student will want to correct "journal", s/he will likely repeat, following the teacher's model.

student: Non, les parents de Jean lui ont donné un jouet.

(f) **Visual images:** The creation of visual images for incorrect usage of some structures will help reduce the incidence of these errors. For inappropriate use of prepositions, for example, or for certain expressions with "avoir" or "être" it is possible to create fairly strong (and amusing) visual images.

- Sur la télévision/à la télévison: Draw a picture of a person or a film character sitting on a television set.
- Je suis fini/j'ai fini: Draw a picture of a person who is about to die.
- Je parle sur le téléphone/Je parle au téléphone: Draw a picture of a person sitting on a telephone.

(g) **Mime:** Using mime techniques or acting out the literal meaning of some faulty structures can assist in error reduction.

- Sur lundi/lundi: Write "lundi" on a sheet of paper and sit on it.
- Je suis sept/J'ai sept ans: Respond to the child who uses the incorrect formulation with "Bonjour, Sept: Je suis Madame X."

(h) **Sentence reconstruction:** Prepare flashcards or cut up sentence strips with a variety of nouns, verbs, object pronouns. Have the children make sentences (e.g. Elle me parle. Je lui raconte.) and then illustrate them or else generate as many sentences as possible.

(i) **Song adaptation:** The lyrics to songs can be modified in order to exploit certain structures or language forms. Songs can be made up, based on a familiar tune, to allow for work on certain structures.

- j'ai a//j'ai//mon/le mien: "J'ai un beau château" allows work on "le mien". Changing the verse to "j'ai une belle maison" allows work on "la mienne".
- je suis mal (froid, chaud, etc.)/j'ai mal (froid, chaud, etc.): "J'ai mal partout" requires use of "j'ai mal". The lyrics can be modified to "j'ai froid partout" or "j'ai chaud partout".

(j) **Guessing games:** A guessing game format can be used to work on a variety of structures.

- Ça regarde comme/Ça ressemble à: The teacher hides an object in a bag. The students must guess what it looks like. "Est-ce que ça ressemble à une boîte?"
- "Qu'est-ce que c'est pour?/A quoi ça sert?: The teacher places an object in a box or bag (or a picture of an object). Students have to guess what it is used for, before being able to guess what it is.
  "Est-ce que ça sert à couper?" "Oui."
  "Est-ce que c'est un couteau?" "Non."

(k) **Variation:** A number of objects (or pictures) are placed in a box. The leader choses an object and asks "A quoi ça sert?" or "A quoi sert cet objet?" The student who correctly responds "Ça sert à ____." becomes the leader.

(l) **Visual reinforcement:** Common structures which cause difficulty are written on posters and put on the wall. Where possible, illustrations are provided, as well. Selecting a particular structure as "structure de la semaine" and focussing attention on that particular language structure can also be useful.

(m) **Dialogues or dramatizations:** Groups of children can create and act out dialogues or dramatizations using particular structures.

(n) **Contrasting English and French structures:** At times it is useful to draw children's attention to the differences between English and French in formulating certain ideas. They must be aware that it is often impossible to translate word for word from English into French.

(o) **Flashcards:** Activities and games with flashcards can promote differentiation between words or structures which are often confused:

- savoir/connaître: Flashcards with names of people, things, places, actions, etc. are presented to students. They must correctly respond "Je sais ___ " or "Je connais __ ."

(p) **Games:** Group games can often focus on structures needing attention.

- *Game*: Détective
- *Materials:* an object (e.g. a ball, a pencil, an eraser)
- *Structures*: J'ai met, j'ai metté / j'ai mis. Students close their eyes and wait for the chosen "robber" to hide the object. In turns, each student (détective) tries to find the object by questioning the robber "As-tu mis _____ dans ta poche?
  As tu mis _____ dans la poubelle?"
  The robber responds accordingly: "Non, je n'ai pas mis _____" or "Oui, j'ai mis_____."

- *Game*: Players sit in a circle. The leader begins by saying "Chez moi, j'ai une table".

- *Structures*: A mon maison/chez moi. Each student repeats the sentence and adds another object to the list. "Chez moi, j'ai une table et un lit." "Chez moi, j'ai une table, un lit et des chaises." This type of activity may be used to reinforce various structures, e.g. *il y a, j'ai peur de*, etc.

If immersion students are to acquire a high level of proficiency in French, then they must be actively and continually encouraged to express themselves appropriately and precisely. They must also receive feedback on their attempts to communicate in French - feedback

which addresses the comprehensibility or acceptability of their language. Use of vague, imprecise, inappropriate or incorrect language is not acceptable. By using a variety of techniques and strategies to ensure that children have an opportunity to hear and to use correct language structures, teachers will help children move toward more accurate oral expression.

Several documents which outline a wider range of activities for error prevention and correction are currently available. Obadia (1980, 1984a) and Saskatchewan Education (1987) provide indepth guidelines for teachers for working on specific problem areas.

Obadia (1984a) has suggested the following correction techniques. Note that these techniques are to be used at the teacher's discretion, while taking into consideration the age and level of the students in question:

- Reserve 10 to 15 minutes a day for systematic corrective and preventive exercises or drills.
- Present all vocabulary (new or known) with the article indicating the number and gender. Where possible, present the vocabulary in a complete sentence.
- Increase the usage of *je, tu, il, elle, vous* and *nous* in order to expose students to the correct forms.
- Where an adjective is presented, discuss both the masculine and feminine forms.
- Encourage students to express themselves in a different way or in a better, clearer manner.
- Use songs, games, concrete objects, gestures, dialogues, etc. to illustrate and practise grammatical concepts. Avoid using tedious drill.
- Place structures, expressions, high frequency vocabulary, etc, on the walls for student reference.
- Be careful not to kill spontaneity. Don't overcorrect; however, don't neglect to correct where necessary.
- Use individual, group and auto-correction techniques of correction (games, tape recorders, monitors).
- Notice and praise students when they use good expressions.
- Encourage students to try different communication strategies to find another word or to explain an idea.

6.15 ACTIVITIES WHICH PROMOTE ORAL LANGUAGE DEVELOPMENT

Games

Various games can be used to promote oral language development in the classroom. One such game is *Espion* in which each student becomes a spy. At the beginning of the week/month, each child receives a designated number of counters. Every time a student speaks in English the witnessing "officer" asks him/her for a counter. At the end of the week/month, the student with the highest number of counters wins.

In Grade 1, especially at the beginning of the year, this game may be limited to a time period of one hour per day and gradually lengthened as students assimilate more language. In Grade 2, students possess enough language to allow them to play this game throughout the entire day. In Grade 3, where students are capable of speaking in French at all times, teachers can use this game to encourage *correctly* spoken French. For example, if a student says "J'ai a une pomme" they must give up a counter. In this way students will make a conscious effort to speak correctly.

Wordless Picture Books

Creating stories from wordless picture books can be approached in much the same way as writing collective stories. Books chosen for story development should have large colourful, attractive illustrations. The pictures should motivate the children to want to tell what happens.

Children can be comfortably seated around the teacher who will hold the book so that everyone can see the pictures clearly. The first telling can be completely oral. The second time the teacher may ask a student to hold the book while the others retell the story so that s/he may record the story on a large sheet of chart paper or the blackboard. A third telling permits the teacher and the children to "read" the story they have written together and refer to the pictures.

Use of Poems

Poems can be used in many ways. They can serve to introduce a theme, to introduce vocabulary related to a theme, to practise a difficult sound or a certain structure. Teachers can plan many activities around a poem. Following are two poems and suggestions as to how to use them to promote oral language development.

A. Deux souris
Courent par ici
Quatre chats
Les suivent pas à pas
Six lapins
Jouent dans un coin
Huit moutons
Chantent une chanson
Dix serpents
S'en vont lentement

B. Qui s'amuse avec mes bas?
C'est Minet mon gros chat.
Que fait Fido, mon fidèle chien?
Il surveille, c'est mon gardien.
Qui me cause beaucoup d'ennui?
C'est Cricri, la vilaine souris.
Que fait mon lapin brun et blanc?
Il se promène dans le champ.
Qui me reconforte quand ça va mal?
C'est le sourire de mon gentil cheval.
Qui peut mettre dans mon coeur la joie?
Ce sont tous les compagnons de mon choix.

(a) Learn the poem by reciting it or singing it where possible. Make up appropriate actions.

Deux souris
(montrer 2 doigts)
Courent par ici
(faire semblant de courir)
Quatre chats
(montrer 4 doigts)
Les suivent pas à pas
(imiter le chat)
Six lapins
(montrer 6 doigts)
Jouent dans un coin
(faire un coin avec ses mains)
etc.

(b) Dramatize the poem and present it to another class. Children might pretend that they are the animals or they may wish to use puppets which they have made themselves, a good way to integrate art and language.

(c) Write a collective story using details from the poem.

Il était une fois, un petit garçon qui s'appelait Jean. Il avait toutes sortes d'animaux dans sa chambre. Un jour, il a

vu son gros chat qui s'amusait avec ses bas, etc.

(d) (i) Using the poem as a model, make up another by substituting different words.

Deux amis
Courent à Paris
Quatre rats
Les suivent par là
Six cochons
Jouent dans la maison
etc.

(ii) Substitution of numbers in this poem is a good way to integrate math concepts such as counting by two's, three's, four's, etc.

Trois souris
Courent par ici
Six chats
Les suivent pas à pas
etc.

(e) Make up riddles.

Je suis un animal.
J'ai 4 pattes.
On se promène sur mon dos.
Qui suis-je?

(f) Play a questioning game.

The leader chooses a name of an animal from the poem (e.g. souris). S/he may only answer "yes" or "no" to questions students ask in order to find out the name of the animal.

Other Students/Leader
Est-ce que c'est un animal/oui
Est-ce qu'il est gros/non
Est-ce qu'il a de longues oreilles/non
etc.

Oral Centre

An oral centre should prove to be valuable in a French immersion classroom. The main goal of an oral centre is to provide students with the opportunity to use the French language in an unstructured situation.

Included in the centre might be:

- a tape recorder: Children can record and listen to their own voices.
- telephones or walkie-talkies: Children can interact with each other and share information.
- a microphone: Children can sing songs, practise comptines or rhymes, etc., while pretending they are radio announcers or television stars.

Exchanges with Other Classes

Do you get excited when preparing for visitors or when a package arrives in the mail? Everyone enjoys the idea of receiving mail or planning a trip, so bring some of this excitement into the classroom by planning exchanges with other classes or schools. These exchanges provide students with an opportunity to practise their oral French. There are various types of exchanges.

(a) **Video:** Exchange videos with a francophone or another French immersion class. On the video, children can introduce themselves, sing a song or present a play or skit.

(b) **Tapes:** Exchange cassette tapes with a francophone or another French immersion class. Make a tape of your class singing, reading a story with sound effects, giving a report of interesting events in your school or community.

(c) **Class Visits:** Organize a special event in your classroom and invite another class from within the school or a neighbouring school to visit. The following suggestions may be developed:

(i) "Génies en herbe" - Challenge another class to a game of Reach for the Top.
(ii) Invite a class to taste "Tartes au sucre" or some other culinary delight which your class has made. During the visit the children will have the opportunity to talk informally with each other.
(iii) Organize a "Restaurant" and invite another class to attend. Parents can help with food. Children play the roles of waiters and waitresses. Visiting children place orders and enjoy their meals - a natural communicative situation ideal for Grade 2 or Grade 3.
(iv) Prepare and present a play, skit, puppet play, or other type of dramitization to another class.
(v) "Au musée." Have children bring to school a special object from the past. Set up the classroom as a museum and invite others to visit. Homeroom children play the role of information officers and museum guides.

Drama

"Quand l'enfant fait un jeu dramatique il est heureux car il pense que c'est un jeu." (Author unknown)

Primary children love to play, pretend and act things out. They especially like to play the role of mother or father, nurse or doctor, king or queen, dog or cat. Teachers should take full advantage of their interest in role playing and schedule drama sessions in the daily routine of the classroom.

The use of drama has many advantages in the immersion classroom. It enriches and improves vocabulary and grammar; it provides practice for good pronunciation and correct intonation and it helps establish the social situations in which to use "vous" and "tu". It also provides authentic situations for language use. While role playing as a sales clerk, a child can easily reinforce a structure such as, "Bonjour Madame, puis-je vous aider?"

Drama also helps to develop children's imaginations and build their self-confidence. In keeping with the philosophy of the Whole Language Approach, drama is a child centered activity.

Drama is a very subtle teaching tool. Through role-playing, skits, plays, etc., children can explore themes in health, social studies, and religion. At the same time, they develop their own sense of independence as well as a sense of team spirit. In the eyes of a child, drama is an excellent way to resolve a problem as it is no longer the child who is having difficulty or who is in a dilemma about a particular situation: it is the puppet or the character being portrayed who is "on the spot".

It is suggested that a drama club be set up as an extra-curricular activity. It may be run at lunch time or after school. A nominal membership fee could be charged and monies could be used for costumes, props, make-up, etc. Children could act out plays, poems, or songs. Perhaps a full play or musical may be prepared and presented to the entire school population at the end of a term.

Drama is relaxing! Drama is fun! It also

has a positive side effect in that once a language structure is reinforced orally through role-playing, it is highly likely to reappear in a correctly written form at a later date.

Teacher Guided Role-Playing

A highly successful technique used to introduce drama and role-playing in the classroom is that of the teacher "en rôle". The teacher may put on a colourful cape and crown, announce to the class that s/he is queen of the land, and say: "This morning I found an old dusty book in my cupboard. (Pick up any old book and blow chalk dust off the cover). Inside I found a secret recipe which guarantees to cure forgetfulness. I want to cure my husband's forgetfulness so that he can remember to be a good king. Alas, the secret recipe is incomplete. The last ingredient is in volume II of this series. It is found in my brother's castle. Unfortunately my brother and I don't get along very well. He probably won't help me. What can I do?" The children pretending to be villagers may offer several suggestions. The class proceeds to act out some of the suggested ideas: travel through the enchanted forest to the brother's castle; fight off the dragon found in the forest; etc.

As a follow-up activity, children would be asked to write or illustrate the story.

Puppetry

Children love puppets! By becoming involved in a variety of puppet-making and puppetry activities including planning, carrying out and sharing of new ideas, children engage in a wide variety of language activities. It is recommended that all teachers encourage their students to play with puppets, make their own puppets and write and present their own plays as much as possible.

Large puppet theatres may be made from cardboard boxes or wooden structures. Limited space is a reality in most classrooms, therefore some teachers make small puppet theatres which can be placed on a table or a desk thus forming a portable centre. Others simply have students stand behind a bookcase or a piano to perform their plays.

There are lots of ways to make puppets. Be creative and simply let imaginations soar. Several suggestions for puppet-making are included in Appendix I. See also *Experiencing Language* Appendix G.

Songs, Chants and Rhymes

Since singing and chanting are, for most children, enjoyable activities, the use of songs, chants, and rhymes in the French immersion classroom helps to establish a positive attitude toward language learning. Structures, vocabulary, intonation and the rhythm of the language can be introduced and reinforced through song, chant and rhyme. The melody and rhythm help children memorize words with ease.

In choosing appropriate songs, chants or rhymes for particular grade levels, teachers should keep the following factors in mind:

- The song, chant, or rhyme exhibits good quality French.
- The subject of the song, chant or rhyme is related to the theme being studied or to the children's interests.
- The length of the song, chant or rhyme is appropriate.
- The linguistic difficulty (vocabulary and structure) is appropriate to the students' level.
- Songs, chants or rhymes can be chosen to

teach specific sounds, structures or expressions.
- With reference to songs in particular, the degree of difficulty, musically speaking, is appropriate for the student's level.

For suggested resource materials, refer to Appendix N.

6.16 EVALUATION OF SPEAKING SKILLS

Evaluation of speaking skills (oral competence) is a difficult task. Teachers are faced with the problem of what, how and when to evaluate. There are two aspects of evaluating oral language which teachers are encouraged to consider:

1. What is said: the pertinence and the accuracy of the information given to the listener.
2. How it is said: which words are used (vocabulary), the order of words (syntax) and the pronunciation (phonetic).

As stated previously, formative evaluation is the most appropriate type at the primary level. The gathering of data through observation, teacher-student conferences, anecdotal records and check-lists proves to be very effective. When teachers intervene with a student to clarify, to complete or to correct a statement, they are engaged in formative evaluation. Dulude (1984) refers to that process as observation-judgement-intervention. She believes that one important goal of evaluation is to provide children with feedback on their attempts at speaking so that they may make progress. Evaluation is an ongoing process. Whenever teachers hear children using language, evaluation can take place.

6.17 TEACHER'S SELF-EVALUATION FOR SPEAKING SKILL DEVELOPMENT

Teachers may wish to reflect on the following questions in order to assess their own program goals and objectives and the learning opportunities they provide for children, as well as to determine ways in which the development of speaking skills may be enhanced:

- Do I encourage use of effective communication strategies?
- Do I provide feedback to my students on their attempts to speak French?
- Do I encourage my students to express themselves clearly and precisely?
- Do I plan for interaction between students and use techniques which enhance interactive communication?
- Do I allow ample opportunities for my students to speak, or do I do most of the talking?
- Do I provide a class atmosphere where students can speak without fear?
- Do I provide a variety of oral activities that are rich and meaningful?
- Do I provide learning situations that meet the needs and interests of the students?
- Do I promote French language in the environment that I have created in my classroom?
- Do I project and enhance a positive feeling toward the French language and culture?
- Do I correct errors in a positive manner, or do I overdo/underdo it?
- Are my students motivated during oral activities?
- Do my students have opportunities to speak with other French language speakers?

CHAPTER 7 - Literacy Development: Reading and Writing

7.1 LITERACY DEVELOPMENT: AN OVERVIEW

In recent years, researchers have begun to explore the relationships between reading and writing. While the research conducted to date fails to specify precisely how writing influences reading, the available information seems to indicate that an introduction to writing should not be delayed until children have achieved proficiency in reading (Clay, 1975). Reading and writing are complementary parts of the written communication process. In the early primary grades, teachers focus children's attention on the communicative nature of writing and encourage an awareness of the purposes of reading and writing.

Written language naturally complements the oral language development of the child. Key words, phrases and expressions can be used to accompany pictures, murals or bulletin board displays. Lyrics to songs can be posted in the classroom, objects or pictures labelled, and familiar rhymes or comptines written up and illustrated.

In the immersion classroom, opportunities to come into contact with the written language should be plentiful. Written language is introduced naturally as an extension of the many oral activities undertaken. A print-rich environment, as well as rich oral language models, are essential in the primary French immersion class.

7.2 THE READING PROCESS

Until the late 1960s reading was viewed as a collection of separate skills that had to be taught to children in a particular sequence. The phonics approach by which children were taught sound-symbol relationships in isolation and were then asked to blend the sounds to form words prevailed in many primary classrooms. Sight word learning, that is the old "look-say" method, was also in use. The assumption was that children learned bit by bit, putting the bits together to get a whole. Phonics and sight words learning, then, were the reading methods used in primary classes. It was accepted that children were good readers if they could read orally, getting all the words right.

In recent years, research in reading has shown that learning to read is not effectively achieved by a restricted skill focus. Reading is more than word recognition or the ability to decode letters and words; *reading is for meaning* or it is a worthless activity. One should not assume, however, that children should not learn the alphabet or build up sight vocabularies or that the relationships between the spelling of words and their sounds should be concealed. Rather, it must be recognized that these are by-products of reading that make sense only as reading is mastered and understood. The search for meaning guides the recognition of words, and the use of phonic clues confirms predictions. Primary teachers must keep this perspective.

Children find meaning in print if they come to the text with prior knowledge of the concepts on the page. Children's ability to read depends upon the experiential background as well as on the linguistic knowledge they bring to print. Readers are active contributors to the reading process. While print is the code used in the process, reader experience and understanding are the grid through which the author's message is screened. If the reader is not able to make associations between something already known and understood and the author's message, or is uninterested in doing so, meaningful reading cannot occur. Children can read more difficult material if they know what the material is about.

Children's ability to read meaningfully depends upon three cue systems which they use simultaneously:

The Grapho-Phonic System - The look of words and letters (visual or graphic cues) and the relationships between letters and sounds (phonic cues). Sight words and an understanding of phonics provide grapho-phonic cues.

The Syntactic System - The way in which words are put together to make meaningful phrases and sentences. Understanding the structural system of the language (syntax) will help the reader to predict the type of words or phrases that will follow to complete a sentence. For example, a reader would use knowledge of the syntactic cues to predict that "le grand ..." would probably be followed by a masculine noun, whereas, "je peux ..." would likely be followed by a verb.

The Semantic System - The meaning of the selection. Use of semantic cues depends on the reader's experience and knowledge of the outside world as well as the reader's prior experience with the text. Meaning is input by the reader as well as output from the printed page.

During reading activities the teacher should help the children use all three cue systems in an integrated fashion in their efforts to bring meaning to print.

The reading process is not different in a second language. The second language reader uses these same cue systems in reading print. The major difference between beginning readers in first and second languages is their prior experience with the language. Children learning to read in their first language have had several years of oral language experience, while early French immersion children are usually faced with reading tasks after limited exposure to the French language. Children must bring to the reading process a rich listening and speaking background. For this reason, primary French immersion children need many opportunities to question, talk and listen. Before introducing reading tasks in French immersion classes, it is essential that the teacher provide the children with rich oral language models.

The success of a reading program in French immersion depends largely on the reading activities organized by the classroom teacher, as well as the availability of a variety of suitable literature. The following are some examples of what a teacher can do to encourage children to develop an interest in reading and literature:

- read to children every day
- provide time each day for shared reading and independent reading
- encourage children to read books of their own choosing

- plan time for children to share what they have read through reading aloud, oral book reports, and so on
- set up a reading centre where a variety of types of texts are available
- use filmstrips, audio-visuals, drama and puppet theatre to make literature come alive
- use books for modeling at writing time
- organize a home reading program
- establish a type of "mail" system in the class
- hold reading conferences regularly with the children
- give daily written messages to the children

7.3 STRATEGIES AND ACTIVITIES FOR PROMOTING READING

The Reading Centre

Every primary classroom should have a Reading Centre. It can be situated in a corner of the classroom with enough space for three or four children to meet for silent reading or for the purpose of reading a story to a friend or the teacher. It should be an attractive, comfortable place with mats or pillows to sit on. Tables and chairs are not necessary. Collective stories which have been read together can be located in this centre.

Older children can be encouraged to visit the classroom on a regular basis (recess, lunch-break) and read to the younger children or listen to them read here. An easel with commercial or class-produced big books will encourage children to re-read favorites or play at being "the teacher" as they engage their peers in shared reading sessions.

Time spent at the Reading Centre will result in:

- exposure to a wide range of books - information books, fiction, non-fiction, picture books, etc.
- daily opportunities to read quality literature and discuss favorite books with friends.
- opportunities for retelling and predicting activities.
- discussion as to what an unknown word may be.
- opportunities to talk about story characters.
- opportunities to ask questions about stories.
- making choices of reading material.
- association of books with a pleasurable activity.
- predictions as to how a story will end.
- opportunities to practice basic reading skills.

Sample materials for the Reading Centre include:

- second hand chesterfields, arm chairs and pillows.
- sample carpet squares.
- a tent or decorated cardboard box for "private" reading with a special friend.
- books of varied reading levels.
- a box of poetry related to a particular theme or season. Children can read these poems individually, with a partner or small group. Favorites can be illustrated.
- stories cut out and laminated from children's magazines.
- a variety of books related to the current interests of the children.
- a viewmaster (many favorite stories are available in French).
- books for locating information - encyclopedias, science books, how-to-make books.
- supplementary readers, comic strips.
- books authored by children or co-authored by writing buddies.

Daily Oral Reading by the Teacher

It is impossible to over-emphasize the

importance of daily oral reading by the teacher in the primary French immersion classroom. Children will want to read a story again once it has been read to them. They will be exposed to authentic language and to new vocabulary and structures.

Reading effectively to children requires skill and practice. Teachers may wish to consider the following points when reading to their classes:

- Use lots of expression.
- Change your voice to represent different characters.
- Question children as you read: "What do you think will happen next?", "What was the little boy's name?", "Do you remember why he is so excited?"
- Show pictures to the children. Ask them to describe what they see.
- Encourage children to repeat or fill-in words and expressions.
  e.g., Teacher: "... alors les animaux répondent ..."
  Children: "Pas moi, dit le canard. Pas moi, dit le chien ..."
- Encourage children to predict what will happen.
- Discuss the story when it is finished. Ask the children to extend the ideas.
  e.g., "What would you have done if?"
- Point out key words as you read.
  Encourage children to find certain words in the text. Focus attention on the meaning of the story.

Shared Reading

Shared reading is one of the many approaches used to teach reading. The key word is **SHARED**. Through the medium of the story, the teacher "shares" reading experiences with the children, or children "share" with each other through paired-reading.

The success of a "shared reading" program depends greatly on the teacher's rapport with the children and the classroom environment. Conventional row-by-row seating arrangements with the teacher up front at her desk do not lead to very successful shared reading experiences. Ideally, an attractive reading centre should be arranged with carpet and cushions. Reading groups may be formed with small numbers of children seated near the teacher. The atmosphere should be relaxed and comfortable.

When choosing a book for shared reading a teacher should consider:

- its literary value.
- its appeal to all readers.
- its characteristics: size and amount of print, illustrations, the use of repetition, predictability, naturalness of the language, the relationship between the text and the illustrations.

Books chosen for shared reading should vary in complexity according to the ability of the students and can be divided into three types:

1. Illustrations tell the story reinforced by very little print:
   Bonne fête la lune - Frank Asch, Scholastic
   La petite chenille qui faisait des trous -Eric Carle, Fernand Nathan
2. Illustrations and print are equally emphasized:
   Le roi, les souris et le fromage - Nancy et Eric Gurney, L'école des loisirs
3. Illustrations receive less emphasis than the print:
   C'est moi qui mène - Libby Handy, Scholastic

Materials which are recommended for shared reading should be interesting and/or exciting. They should have an interesting plot, relevent pictures, and rhyme, rhythm and repetition. Possible sources of material include the following:

- children's literature
- big books
- child-authored books
- collective stories
- wordless picture books, songs, chants, rhymes (comptines)
- messages of the day
- letters

Shared reading experiences include several stages:

***Introduce the story to the children*:** Discuss the cover illustrations, the author, the illustrator, the characters. Develop a sense of what the story is about.

***Read the story to the children*:** Read the story right through, with the emphasis on meaning and enjoyment. Encourage prediction, participation, use of contextual clues to work out the meaning of words.

***Re-read the story to the children*:** During re-readings of the story, encourage children to join in, to predict and anticipate meanings and words, and to decode using contextual clues. Use of a pointer to point to the words will help children relate words to the print.

***Children read the story*:** Children read the story, independently or in pairs, at their own pace.

Extend the reading experience: Extend the reading experiences through reading or language related activities such as dramatisation, making a mural or big book, writing, drawing, patterning, or making the story into a play.

Independent Reading

Free reading. Children should be encouraged to choose a book to read or to visit the reading corner while waiting for the bell to ring for the morning or afternoon session, when other assigned tasks have been completed.

Silent reading. (U.S.S.R. - Uninterrupted sustained silent reading). During a specified time of the day, the children and the teacher engage in a silent reading period the length of which is determined in advance. The first ten minutes of the morning or afternoon is considered by some to be an appropriate time. Books would normally be selected in advance of the silent reading period. Emergent readers are also encouraged to "read" during this period, and those who wish to do so may "share" with the class afterwards. Sustained silent reading helps students develop the habit of independent reading and gives them experience in selecting books at their level of interest and ability. This activity also gives the teacher an opportunity to model reading and to share an enjoyment of reading with the class.

Letters

Children love to get mail. When children receive letters or notes from their teachers, classmates, or pen pals, they are highly motivated to read. Children can benefit from some type of letter exchange with other classes or schools, or from a regular in-class letter exchange.

Conferences

"Reading" conferences may be scheduled when

children are involved in various centres. The teacher may spend a few minutes with a child listening to a child read, or sharing a book.

Booktalks

The teacher selects a book or story and shows students some of the pictures while giving a resume or reading a few pages. The teacher ends with a remark such as: "What do you think will happen to Philippe? or "After supper, Louise visited someone special - read on to find out who it was." It is likely that children will want to read on themselves.

These book talks may also be given by the librarian who may wish to introduce children to new arrivals, a particular series, or books related to a specific theme being studied by the children.

Message of the Day

Every day the teacher writes a message on the blackboard or on chart paper. Until the children are familiar with the process, the messages should be simple. They should always begin the same way and contain motivating information for the children. Print should be kept neat and words well spaced. For example, in Grade 1 a sample message might be:

Bonjour les amis!
Aujourd'hui c'est le lundi 31 octobre.
C'est la fête de l'Hallowe'en!

Children should be allowed to discuss the message and help each other with unfamiliar terms.

As the children's reading level progresses, so can the level of difficulty of the message:

Aujourd'hui c'est le mardi 6 juin.
Nous allons au terrain de jeu cet après-midi.

In Grades 2 and 3, the children are capable of creating and writing their own daily messages.

Daily messages can be used in many ways:

1. To introduce new topics:

Bonjour les amis
Aujourd'hui c'est le vendredi 15 janvier.
Nous allons parler des sports d'hiver.

---

2. To introduce current event topics:

Bonjour les amis
Aujourd'hui c'est le lundi 20 février.
Le Carnaval d'hiver commence cette semaine.

---

3. To introduce thoughts for the day which may be open for discussion:

Bonjour les amis!
Aujourd'hui c'est le mercredi 17 décembre.
Qu'est-ce que vous pensez de ce proverbe?
<<Quand le chat est parti, les souris dansent.>>

---

4. To develop different reading strategies through word games:
e.g. Cloze procedure

Bonjour _____ _____!
_____ c'est le lundi _____.
C'est jour _____. Vous allez au
_____ à 11:15.
Amusez-vous bien.

Oral Presentation

Children may want to present their own books to their classmates. Depending on the type of "child-authored" book chosen, the oral reading may vary. If a group of five children compose a book where each child is responsible for a page, each individual child may want to read his/her own page to the class. If the whole class makes a Big Book where several groups of children are responsible for one page, each group may want to read their page to the class. If an individual student has written a book, s/he may want to read it to the class.

At other times, children might be encouraged to present an oral commentary on a book they have read or are reading. Promoting "sharing" sessions where children can talk about books and authors, illustrations and layout, likes and dislikes, gives literacy activities a place of honour in the classroom.

Child-Authored Books

Child-authored books can be used for meaningful reading activities. They may be placed in the reading centre and chosen by the students for (a) pre-reading (b) silent-reading or (c) an oral presentation to the class, or they may be chosen by the teacher for (d) a shared reading experience.

7.4 CHILDREN'S LITERATURE

In recent years there has been an increasing awareness of the importance of children's literature in the primary language program. There is a great deal of research to suggest that literacy and language acquisition and development go hand in hand and that language development is a significant by-product of reading. The goal of the primary language arts program then is not only to teach children how to read but to help them become readers who see reading as an essential part of their daily lives. Primary children must have the opportunity to experience a variety of rich literature on a daily basis if this goal is to be achieved.

The connection between literacy and language development, as well as the role of literature in developing cultural awareness, make a rich literature component an essential part of the primary immersion reading program. While there have been some problems in the past in obtaining suitable children's literature for French immersion, this is no longer the case. A rich variety of authentic francophone literature, as well as translations of the works of popular children's authors, are now available to primary immersion classes.

Every primary classroom and school library/resource center should have a wide selection of reading materials. The following outlines some types of literature that should be found in primary classrooms and school libraries:

- Nursery rhymes - *Un, deux, trois, voilà la Mère l'Oie* (Scholastic)
- Folktales - Collection *Coccinelle* (Copp Clark Pitman)
- French-Canadian literature - Series *Zunik /*

Jiji et Pichou (La Courte Echelle)

- Realistic experience of animals, children and adults - *Bibliothèque des Benjamins* (Bordas)
- Imaginary adventures of animals, children and machines - *Mimi, Paul et Chabichou* (Mondia)
- Information about Nature - plants, animals, human beings - *Nous ne sommes pas nés dans un oeuf* (Scholastic)
- Information about mechanical things - boats, planes, trains, rockets, satellites, computers - *Mini-documentation* (Nathan)
- Information about the community and community helpers - Collection *Peux-tu dire où je vis?* (Globe/Modern)
- Information about the world and the universe - *Bibliothèque des tout-petits* (Bordas)
- Humour and nonsense books - Serie *Munsch* (La Courte Echelle)
- Books of poetry - Collection *Chanterime* (Nathan)

A well-chosen selection of children's literature will provide an invaluable resource for the teacher and child in a French immersion classroom. Children's literature should enhance the language development of the student while promoting a desire to read voluntarily. Voluntary reading is an integral part of any language arts program. In French immersion, it may be considered to be of even greater significance because a child who is able to read and enjoy books in French, will perceive French to be not only the language of "school", but a part of everyday life.

It is important to remember that literature selections should be at the student's interest level, and at an appropriate level of ease. Texts should not all be specifically structured so that the student becomes dependent on a particular form of language presentation. A variety of language and styles of writing in literature are desirable. French translations of favorite children's books often motivate children to read. The subject may already be familiar and this will help with comprehension and interest level. Authentic French literature, French authors and child/group-authored books will ensure a valuable contact with the language and also with the French culture. It is not always necessary for the child to understand every single word of a text to derive meaning from it.

Claudia Mitchell (1989) stresses the importance of using children's literature in the French immersion classroom, particularly that which has been written by French authors:

> Based solely on the connection between language and literacy development, and the power of the printed word to support and nurture a language interest, there is a compelling reason to ensure that language learners are exposed to an environment rich in the print of the target language, and to texts that represent the best that the culture has to offer. The informal encounter between the reader and the proficient native language user, the author; the playing with print in a voluntary outside-the-classroom setting; and the general correlate between reading and language development, all support the use of literature as a way of ensuring informal encounters with the language, both inside the classroom, as well as beyond.

Books that will help promote language learning while providing opportunities for interaction and enjoyment, should be chosen, then, with the following criteria in mind:

- Is the material at the child's interest level?
- Is the level of ease/difficulty appropriate?

(If not, can the book be presented in such a way that it may be enjoyed?) Perhaps a relatively easy book can be used as a model for a child-authored book, where the child's facility with the language will dictate the reading level. Similarly, a book with difficult language but great subject appeal may be used, with the help of the teacher, to derive the maximum benefit.

- Are the illustrations an asset to deriving meaning from the text? Do the illustrations correspond to the text? Are they appealing to the children?
- Is there an element of predictability in the story? (Predictability makes print more accessible to children.)
- Is there an appropriate amount of print per page? (Sometimes, the amount of print per page can be overwhelming to a child, even though the text may not be excessively difficult. In such cases, gradual exposure to books with more print will help the child gain more confidence.)
- Does the book promote the authenticity of the French language and culture? (With the translations of books from English, the quality of translation should be evaluated as well.)

While all selections of children's literature may not meet all the demands of the criteria outlined, it is important to weigh the advantages and disadvantages of any particular selection for use in the classroom. A wide variety of children's literature will help both teacher and student to meet the potential for language development in the French immersion classroom. A list of suggested titles and collections is found in Appendix N.

Devices Which Facilitate Comprehension

Successful beginning readers tend to rely on certain textual characteristics or devices which facilitate comprehension.

These devices include:

a) **Repetition** - of a phrase, a sentence or a group of sentences.

L'habit de neige - Robert Munsch, Scholastic

Les trois petis cochons - Editions Accord

Boucle d'Or et les trois ours - Editions Accord

La petite poule rousse - Sara Cone Bryant, Nathan

Benjamin et la nuit - Paulette Bourgeois/Brenda Clark, Scholastic

b) **Cumulative Sequence** - Each new section adds a new thought and then repeats everything that went before.

Petit Bonhomme de pain d'épice - Sara Cone Bryant, Nathan

La maison que Pierre a bâtie - Sara Cone Bryan, Nathan

Antoine, le grognon - Richards/Zimmerman, Scholastic

c) **Rhythm & Rhyme** - Sentences create a beat to which children enjoy chanting or tapping along.

Pierre et Paul - Maurice Sendak, L'école des loisirs

La poulette grise - Collection Littérature de jeunesse

Les beaux cochons de Lili Tire-bouchon - Phoebe Gilman, Scholastic

d) **Known Sequence** - Events occur in a known sequence such as months of the year, days of the week, hours in a day, activities in a day.

C'est moi qui mène - Libby Handy, Scholastic

Graine de carotte - Ruth Krauss/ C. Johnson, Scholastic

La petite chenille qui faisait des trous - Evic Carle, Nathan

Quel beau petit! - Duschesne/Reid, Scholastic

Using Commercial Big Books

Big Books are intended for use in a "shared reading" session. The illustrations are usually large, colourful and attractive and the print is big and clear enough to be seen by everyone. Ideally, the teacher works with groups of 6 - 8 children. Lynch (1986) offers some helpful suggestions for teachers who are not familiar with Big Books and how to actually integrate them into the language arts program:

Session 1

Concentrate on the cover of the book. Refer to the author, illustrator, publisher, copyright and dedication. Mention the illustrations. Talk about what the children might expect to find in the story. List their ideas on the blackboard or chart paper and write their initials by them. In doing so, the teacher draws attention to the fact that words represent the children's own thoughts. Leave their thoughts recorded until the story has been read, so that the teacher can go back to reread and confirm their predictions and suggestions later on.

Session 2

Read the book aloud with as much expression as possible. Ask the children to hold all comments and questions until after the story has been read. When the book has been read, have a discussion on the events of the story. Reread the original suggestions to verify the children's predictions. Let the children voice their opinions and relate their own personal stories. Maybe a child in the class has lived through a similar experience as the main character in the book.

Session 3

Reread the book, this time allowing for questions and comments on every page. Examine the pictures more closely. When questions arise, let the rest of the group answer. Encourage group discussion. Be concerned about the children's overall comprehension of the story.

Session 4

Reread the Big Book all the way through *without stopping*. Invite all the children to read along whenever they remember a part of the story. When this reading is completed, ask the children what cues they used to know what word was coming up next. Answers will vary:

- some children predict the whole story and therefore know when certain phrases would appear
- some children use the illustrations
- some children recognize print and first letters in words, etc.

After some discussion of these clues go back and read the story aloud, once again inviting the children to join in. This gives the whole group another chance to actually use some of the clues that have just been discussed. When finished reading, ask children what phrases they remember. Write them on the blackboard saying each one as it is written. When the teacher and children reread these sentences, the teacher should point out each word as it is being said aloud and leave clear spaces (both oral and written) between each word. Transfer these sentences to a sheet of chart paper for further reference by the children when they write their own stories.

Session 5

Read the book aloud again using oral cloze procedure. At parts where the teacher feels the children will remember, s/he pauses to let them "fill-in" the words following with his/her finger or pointer underneath the words. Write a sentence from the book on the board leaving out one word and drawing a line where the word should go. This form of written cloze should only be introduced after oral cloze. When rereading the sentences with a pointer, encourage the children to predict what word would best fit in the blank. Verify their predictions for meaning. Does what the children suggest make sense? Lynch (1986) refers to the importance of repeating this type of activity until the children come to use this technique when doing their own personal reading later on:

> Oral and written cloze represent the way good readers read: sampling just enough of the print to make a prediction about what's coming next in the sentence and then reading on to confirm their predictions. They do not read every letter of every word, nor every word of every sentence. They use only what is needed of the graphic information plus their own personal knowledge, to make sense out of print. They negotiate meaning with the author. (p. 9)

Session 6

Play a guessing game. Cover letters, words or phrases in the book with paper from small note pads with gummed edges. The children may guess what is written.

Session 7

Give the children their own small individual copies of the Big Book to read aloud either in a group, in pairs or individually. Some teachers even allow children to bring these books home to be read to parents.

7.5 EVALUATION OF READING SKILLS

Evaluation of reading skills and processes is ongoing and continuous. The most effective way of evaluating a child's interest and progress in reading development is through observation. By observing a child engaged in a variety of reading activities the teacher can note the child's interest in reading, the specific reading strategies being used, and his/her general progress. These observations will enable the teacher to modify programs and teaching techniques to meet the needs of the child. Observation notes and checklists completed over a period of time will provide the teacher with a good indication of the child's progress.

Anecdotal records, files in which significant incidents in the child's reading development are recorded, are also useful in evaluating a child's progress in reading.

Regular individual conferences with each child are an important part of the ongoing evaluation. Talking regularly with students about their reading experiences can provide the teacher with insights into each child's needs, interests and reading development.

7.6 TEACHER'S SELF-EVALUATION

Teachers may wish to reflect on the following questions in order to assess their own program goals and objectives and the learning opportunities they provide for children, as well as to determine ways in which the development of reading skills may be enhanced.

1. Do I read to the children every day?
2. Is there a scheduled time each day for shared reading? independent reading? for extension activities? for sustained silent reading?
3. Do the children have the opportunity to read a wide variety of materials?
4. Are the children involved in a variety of reading groupings (small, large, social, interest)?
5. Are the children encouraged to take risks? to work cooperatively?
6. Do the children listen to a wide variety of literature (recorded selections as well as those read by the teacher)?
7. Are the children encouraged to discuss their own interpretations of a reading?
8. Are the children encouraged to do further reading on a topic of interest?
9. Do the children have the opportunity to read writings by other students?
10. Do the children have the opportunity to read to different audiences (classmates, principal, other classes)?
11. Are the children encouraged to take books home regularly?
12. Do the children have a home reading program where parents are encouraged to listen to their children read on a regular basis?
13. Do I encourage use of the *Coin de lecture?*

7.7 THE WRITING PROCESS

Writing is a powerful tool of communication. We know children want to communicate. They want to write. We can see this even in the early stages of childhood. From about two years of age children discover "writing". They progress from incomprehensible scribbling to meaningful and interesting communication. The writing process develops naturally as children are motivated by their need to make purposeful and meaningful communication. By putting "pen to paper", children share their personal thoughts, language and knowledge with a reader, an audience. Their audience may consist of themselves, their friends, their teachers, their parents or other unknown readers (e.g. newspaper readers).

By focusing on the communicative nature of writing and using the Whole Language Approach, teachers encourage and support each child's experimentation with the writing process. They recognize that each child is at a different stage in this process and each develops at his/her own pace. They use their professional knowledge to observe and analyze the level and growth of each child's language ability and to help each child develop. Teachers provide an environment where children feel free to take risks without fear of ridicule. They show children how to write.

To provide and maintain an effective writing program teachers must:

a) **Provide a strong print-rich environment.** This is especially necessary in the immersion classroom to ensure language learning. Displays of a variety of

written work around the classroom and the school give the children the opportunity to explore print.

b) **Provide a variety of quality literature.** The classroom library should include children's books and child-authored books which provide diverse vocabulary and different styles of written language.

By selecting appropriate reading materials and using them daily, teachers foster the children's interest in both reading and writing and provide models which can be used to motivate writing.

c) **Provide examples of good language users.** Oral language skills in the second language must be developed to ensure good writing skills in that language. To put thoughts on paper in French, children must first be able to express themselves orally. French-speaking resource people from the school and the community are usually available to answer questions and provide information on a variety of topics. They are good models of language in use and provide practice for the children in using their second language.

d) **Provide daily opportunities for writing.** Apart from journal writing and creative story writing, planned writing activities can also come from any subject areas. Writing itself is not a subject but a part of every subject. For example, in the math program, children can be asked to make up their own word problems.

e) **Provide appropriate topics for writing.** These topics should be designed to stimulate the children's imagination and develop their reading and thinking skills. Choosing topics which are meaningful and with which the children can identify improves their attitudes towards writing and their writing abilities.

f) **Help children realize that they are always writing for an audience.** Children will want to produce better quality writing if they know it is to be shared. Even when they reread their own writing, they will want it to be something they are proud of.

g) **Allow a time for children to share their work.** This may be with their classmates, friends, teachers, or other visitors to the class.

h) **Be an active writer.** Teachers should display a positive attitude towards writing. They should engage in writing activities as the children do and share their writing experiences with the children.

i) **Conduct conferences.** Teacher/student conferences should be used to help students expand upon the content of their writing and to teach or review specific spelling or grammar conventions. These conferences should be held regularly.

j) **Keep records.** Teachers must keep records to accurately follow a child's writing development. These records are necessary for evaluation and reporting.

7.8 PRINTING AND WRITING

Children must be brought to realize the importance of good handwriting early in the primary grades. They must understand that in order to communicate their message clearly they must print/write legibly.

In order to establish a good foundation in

the "mechanics" of writing, emphasis in Grades 1, 2, and 3 should be placed on the correct formation of letters and ease in writing.

In Grades 1 and 2, manuscript writing is used in all writing activities. Cursive handwriting can be introduced to a child in Grade 2 if and only if the child is ready. Otherwise, the introduction of cursive writing is left until the Grade 3 year.

Besides using practice books, teachers should comment regularly on the handwriting skills demonstrated in any writing activity. They should provide individualized instructions to each child for the development and improvement of writing skills.

Copying is one activity which provides writing practice for children. Although generally thought to be a boring activity, this need not be so. There are copying activities which provide practice in writing; which incorporate content material and which also require the children to think. Following are three sample copying activities:

Grade 1 - Children copy words or phrases to match a picture, or they draw a picture to illustrate a word and then copy the word under their picture. Children will remember the meanings of words they write.

un chat *un fantôme* *une citrouille*

_____ _____ _____

Grade 2 - Children copy sentences related to topics currently being covered in any subject area. These sentences can be chosen specifically to illustrate accents, structures and/or punctuation. In this example the pluralization of nouns and verbs is displayed.

Les gouttes d'eau s'évaporent.

Grade 3 - Children choose words from a list of nouns and/or verbs and/or adjectives to correctly complete a number of sentences. The children copy the sentences accurately.

saute, chatouille, mange, boit

Mark _____ *son jus.*

Matt _____ *mes pieds.*

The more imagination a teacher has, the more creative and useful copying activities s/he will devise. It is important to realize that all writing activities (e.g., journal writing, research projects) provide opportunities for children to practice and improve their handwriting skills.

7.9 STRATEGIES AND ACTIVITIES FOR PROMOTING WRITING

The Language Experience Approach

The language experience approach can be used effectively in French immersion classes because of its emphasis on the children's own personal experiences and on the four language skills: listening, speaking, reading and writing. Language experience involves the creation of reading materials by writing down the children's spoken words. The children dictate to the teacher, who copies on chart paper or the blackboard, making necessary corrections to vocabulary, structures, and so on. It is thus effective in making the link between oral and written language and between writing and reading.

In immersion, language experience activities must be preceded by some vocabulary development, brain-storming and extensive discussion. The stimulus for such an

activity could be a common experience, a class field trip, a film, a picture, a book which all children are familiar with, a science experiment, a news item or any other theme which the children are familiar with or have personal experience with. Referents for such activities should be as concrete as possible, and concrete materials used wherever feasible.

The children's dictation could involve summarizing a field trip, describing an experiment, writing a letter of thanks as a follow-up to some activity, composing a group story, modelling a story which has been read, or describing a holiday or important event. What is essential is that the topic chosen be *interesting* and *significant* to the children. Rather than propose an already formulated idea to the children, the teacher should propose general ideas and lead the children to decide the specific direction to be taken. Such an approach will motivate the children to get involved and will aid them to make links between their experiences and their language, oral and written.

Language experience activities should be made as enjoyable and as positive as possible for all children. By tapping in on what is meaningful, significant and real to the children, language experience can be very successful in literacy development. While the teacher encourages use of correct French and does in fact provide a standard French rendition of the children's language, the children's own language should not be viewed as *wrong*. Modifications should be made by saying something like "Est-ce qu'on pourrait dire ceci d'une autre façon?" or "Ce serait peut-être plus clair de dire ...." or even "Je comprends ce que tu veux dire, mais on pourrait aussi dire ....". In all cases, children's contributions should be viewed positively.

As the teacher writes down the dictated sentences, the children's attention can be drawn to certain aspects of the linguistic code. The actual writing process can thus become a cooperative endeavour, with children attempting spellings and providing suggestions for punctuation. The children can also be involved in reading what has already been written and identifying subsequent events or ideas. Once the story has been written, read and reread, a number of different activities are possible. Children can be asked to count words and sentences, find certain words, identify words beginning with a certain letter, explain the meaning of words, substitute pronouns for nouns or assess the order in which events are described. The story can be cut up into sentences and, like a jig-saw puzzle, put back together, illustrated or recopied by the children or made into a big book. Groups of children can also modify the story, changing certain details, modifying the ending or substituting homonyms or antonyms for certain elements.

The Writing Centre

The writing centre should be a permanent centre in every classroom. It can be relatively easy and inexpensive to set up and should be large enough for 3-4 children to work comfortably.

At this centre:

- children can write stories related to a theme being developed.
- the teacher can write stories which are dictated by the children.
- stories can be illustrated.
- children can work in pairs or small groups on a particular writing activity.

Journals can be stored at this centre and

children should be encouraged to complete entries they may not have finished during a scheduled journal-writing time.

As with all centres, activities at this centre should provide children with the opportunity to follow their own interests. However, since some children prefer the idea of story starters, it is important that the materials placed in the writing centre be appropriate to the children's interests and cognitive levels.

Time spent at the Writing Centre will result in:

- creative stories, poems and plays.
- opportunities for children to express their personal feelings and thoughts through writing.
- opportunities to learn the skills of spelling, punctuation and grammar in context.
- a mutual respect and acceptance of the ideas of others.
- opportunities for children to draw upon their real and imaginary experiences.
- an enhanced self-concept as the child develops the idea of "I am a writer".

Materials for the Writing Centre could include:

- a calendar with days and months fully printed.
- boxes for storing lined and unlined paper.
- pencils and pens stored in cans covered with wallpaper, construction paper.
- glue.
- old magazines for cutting up pictures - pictures can be used to illustrate stories or even used as motivational devices.
- a variety of things to write on - file cards, wrapping paper, chalkboards, notepad, construction paper, butcher paper, cardboard.
- a variety of things to write with - pencils, markers, crayons, chalk.
- an envelope of words and phrases cut from magazines.
- cut-out letters.
- rubber stamps and stamp pads (great for illustrating sequence stories).
- other items such as paper fasteners, rulers, erasers, stapler, scissors.
- word lists (theme words, colour words).
- story starters for children who may need them.
- simple dictionaries (illustrated if possible).
- a variety of shape books.
- interesting word charts - these can be words that the children are drawn to from particular stories that have been read aloud in class.
- checklists for editing and revising.
- a typewriter/computer.
- a set of matching upper and lower case letters.
- a display of child-authored books.

Journal Writing

A journal is a record of experiences and growth, not a preserve of things well done or said .... The chain of the journal must consist in certain greenness through freshness and not in maturity. (Henry David Thoreau)

Writing a daily journal is one of the best ways to introduce children to the writing process and to immerse them in the world of print as consumers (those who read) and as producers (those who write). As well as providing them with the opportunity to experiment with writing techniques, the daily journal helps children understand the relationship between picture and print and develop an interest in writing. The writing of a daily journal allows children to record, explore and extend their world through the expression

of their feelings. Their writing is usually very informal in tone, "talk written down", and in the first person. In their journals, children may release their emotions without being evaluated. Teachers do not "correct" the journals as such, but use them diagnostically to assess each child's writing needs.

A journal is a special book, one which stands out from the regular exercise books. It may be a hard-covered book, a project book containing lined pages for writing and blank pages for drawing, or a home-made decorated and bound book. Children are encouraged to write in their journals for a period of 10 - 20 minutes, at least three times a week. Teachers provide children with regular written responses to their entries. This may be once a week or once very two weeks, depending on the teacher's schedule.

Because teachers respond to the children's entries with correct spelling and proper use of conventions they provide a model which the children can use in future writing. This is especially effective in the immersion classroom as models in the second language are much less readily available than are those in the first language. Teachers can then, with this ungraded writing, help children develop the ability to correct mistakes while learning from them.

There are a number of different types of journals. Among these are the class or group journal, the communication journal and the personal journal.

a) **Class or Group Journal:** This journal may be used to introduce a class to the format and purposes of journal writing. The class discusses what is to be included in the journal's entry for a particular day and the teacher or a student transcribes it in the journal. Teachers may choose to begin with a class journal in September and move on to another type of journal later in the school year.

b) **Communication Journal:** This is a journal in which a child writes to the teacher who, in turn, responds to the child. This type of journal motivates children to both read and write as they are anxious to read messages from their teacher and to continue an on-going dialogue. The teacher also sets up the format of the journal by providing a correct model. The content of the children's entries is usually less personal and often varied as they recognize that their journals are shared with an audience other than themselves.

c) **Personal Journal:** A personal journal is one in which children write for themselves. There is no pressure to share their writing with the class or the teacher but they may do so if they wish. However, for this type of journal to be a valuable writing experience, it is recommended that children first understand the purpose of journal writing and have a format to follow.

Entries in a journal can vary in nature. These include topics on:

a) **Class Activities** - There is always something interesting happening in class. Children are encouraged to write about activities which interest them. (*Hier nous avons joué avec la pâte à modeler. J'ai fait un dinosaure. Il s'appelle Dino.*)

b) **Special Events** - Children describe their feelings about a special event. (*Demain nous allons au musée. J'espère voir des fossiles.*)

c) **Daily Calendar/Weather Report -** Children record the date and weather conditions. (*Aujourd'hui c'est le mercredi 26 mars. Il fait du soleil mais aussi il fait très froid!*)

d) **Feelings -** Although children sometimes keep their feelings to themselves, they are encouraged and often do write about their feelings in their journal. (*Je suis triste. Hier soir, mon père m'a dit qu'il doit aller à Gander pour une semaine. Il va manquer mon match de hockey.*)

e) **Opinions -** Children are offered the chance to express an opinion by discussing a school rule or a current event. (*Je pense que ce serait bon de manger de la gomme à l'école parce que c'est bon!*)

Teachers are encouraged to make journal writing a part of their weekly routine. The following suggestions may help teachers encourage the use of journals by their students:

a) **Be A Model.** Children love to imitate. When they see teachers enthusiastically keeping and sharing journals they will most likely want to do the same.

b) **Be Patient.** Some children take longer than others to begin to write and may initially use drawings to convey their messages.

c) **Praise Their Efforts.** Children will respond to this and will develop a positive attitude towards journal writing.

Shared Writing

Shared writing is exactly what its title suggests: a writing experience that is shared by a group of students and a teacher. The group may vary in size from 3 - 4 students to a whole class. As the children present the story orally, the teacher records it on a large sheet of chart paper or on the blackboard. The text is meaningful to the children as it comes from their own personal experiences. When completed, the teacher reads the story back to the children who then reread it with the teacher.

Depending on the time of year and grade level, children may express their thoughts in English or French. For example, in the fall (September/October) of Grade 1, the children do not have the necessary vocabulary to tell a story in French. In this case, they would state their thoughts in English, the teacher would then repeat them in French and record them in French. As the year progresses, the children develop a more extensive vocabulary and can express their thoughts in French. The teacher can then actually write the children's own words unless the message is unclear, providing correct structures and grammar.

In Grade 2 or 3, the teacher would expect French from the children from September on. With these older children the teacher may use shared writing sessions to focus on certain writing styles or to introduce a "mini-lesson" in grammar.

7.10 PUBLISHING

A good writing program provides avenues for the publication of children's work. In order to develop a keen interest in writing, children need to see themselves as "authors" and to see that their writing is purposeful. When they publish they become more conscious of what they are writing, how they are writing it, and for whom they are writing. It is through publishing that children also come to understand and appreciate the time and energy that authors put into creating and designing books.

Publication provides a marvellous reading resource for the classroom or for the school library. When children become authors and publishers, there is no limit to the availability of reading resources in the classroom.

Publication also provides an excellent opportunity for children to develop writing skills in a meaningful way. Punctuation, handwriting and grammar can all be learned in context. The published works provide children with a record of their progress as writers.

Before a piece of writing is published, it must go through a series of stages:

a) **Choice of a Topic.** Children choose a topic. They may discuss ideas with their friends and think about what they are going to write.

b) **Writing.** Children write these ideas. Sometimes, especially for beginning writers, the actual writing may be quite short.

c) **Revision.** Children present what they have written to the teacher, a friend, or the group for feedback. Using this feedback, they revise their work and then rewrite it. Usually the revisions are content related and serve to make the piece more interesting to the reader.

d) **Editing.** The teacher reviews the work and identifies errors in spelling and grammar. The teacher and the child work on *one problem area* and the teacher corrects the remaining errors. It is important that the content of the story remain unchanged.

The final, corrected piece of writing is then ready for publishing.

Parent volunteers may assist in the typing of manuscripts or stories can be carefully handwritten by the children. When this is completed, the book is usually bound. Cloth, construction paper and wallpaper all make excellent covers.

The following materials are useful for classroom publishing:

- Wallpaper sample books, obtainable from department stores.
- A variety of paper - lined, unlined, construction, coloured (different shapes and sizes).
- Pencils, crayons, markers, paints, pens, rulers, coloured pencils.
- Dictionaries (both commercial and child-made).
- Magazines, newspapers, catalogues.
- Masking tape, glue, staples, staplers, scissors, ribbons, wool, string, metal or plastic rings.
- Fabric.
- A tape recorder and a typewriter.

For binding books published in the classroom these instructions may be useful:

Soft Cover

- Fold together the right number of pages for the book. Type or print and illustrate the book starting on the right hand page.

- Use bristol board or manilla tag for the cover. Cut the cover slightly larger than the printed pages. Fold over stitch or staple the pages through the centre fold. The bristol board or manilla tag may be covered with wallpaper.

Hard Cover

- Fold together the right number of pages for

the book. Type or print and illustrate the book starting on the right hand page.
- Add one folded blank page to form the beginning and ending pages.
- Stitch or staple through the centre fold.
- To make the cover, cut two pieces of cardboard slightly larger than the book; cover the cardboard with wallpaper or fabric.
- Paste the blank beginning and end pages to the inside of the cover.

If teachers want to develop a classroom of writers they must provide audiences for them. These audiences can be found both within the school and outside. Here are some suggestions of audiences for published materials.

A. In-School Audiences

1. Listening tapes can be made of some of the stories children have written. Have multiple copies of the book made and place them in the listening centre. This will enable a number of children to follow along and read as the tape is playing.
2. Child-authored books can be displayed in the classroom or the school library: they can become part of the school's library resources.
3. Groups of children can write and design a "Big Book" to be read to their own class or to another class. Books can be published with a particular audience in mind. The Grade 3 class for example, may decide to write a story for the Kindergarten class.
4. Begin publishing a classroom newsletter. Invite children to write poetry, riddles and stories either at home or in the classroom writing centre. They can be dropped in a box where they can be retrieved at a later date, discussed and selected for inclusion in the newspaper. This will provide the children with some practical experience as editors, proof-readers and illustrators.
5. Publish recipe books for Mother's Day or some other special occasion.
6. A selection of original poems written on a particular theme can be complied into a book and placed in the classroom library.
7. At school assemblies children who have written a publishable piece of writing can be invited to read their work to the entire school population.
8. Each week focus on a particular child as an author. Display his/her photograph, some biographical information and a few stories or poems s/he has written. A great self-esteem builder!
9. Children's writing can be displayed in an attractive bulletin board format in different areas of the school - the cafeteria, the hallways, the main office, etc.
10. Publish a story in a form that can be performed for the class, another class or the entire school - a story in script form with puppets, a story in T.V. box form, or a video production where children are taped as they dramatize a story they have written.

B. Out of School Audiences

1. Have children respond to a favorite book by writing to its author.
2. Encourage children to submit their writing to children's magazines or to local newspapers who often have a "Young Writer's Corner." The teacher might also send children's writing to a variety of sources such as *Hibou* magazine.
3. Try a class exchange of published works. For example, if you teach Grade 3, you might like to contact the Grade 3 teacher in another school and set up an exchange of books the children have written about their respective communities. This would make a great social studies project.

4. Children could publish in local school board newsletters. Some school boards around the province publish a yearly collection of children's writing.
5. Teachers should encourage children to submit their writing to various contests which come up from time to time.
6. Write for a particular occasion. If a classmate is hospitalized, the class can write some stories, poems, riddles, etc., and combine them together in a "just for fun" book. The book can later be delivered to the hospital.

Encouraging Classroom Publishing

These ideas may also encourage the practice of classroom publishing.

1. Try an "About the Author" idea. Invite children to bring along a picture of themselves to school for inclusion in their published book.

Photo

J'ai huit ans. J'habite Gander.
Je m'appelle Jimmy.
J'ai deux frères et un beau chien.

---

2. Have the children make dedications in their books. Here is an example:

Ce livre est dédié à

Sherry Dunn,

une très bonne amie.

---

3. Encourage readers to respond to published writings by including an envelope in the back of each book. Comments the readers have may be written on slips of paper and inserted into the envelope.
4. Encourage children to share their published work with parents, siblings and other relatives. Books can be signed out and taken home in the same way as commercial books.
5. Have partner reading sessions, for example, Grade 1 children could read their published works to Kindergarten children.
6. Invite the principal, French coordinator or other administrator to your class to hear some of the children's published works.
7. Let the children observe that you value their writing. Don't always read commercial books at reading time; read one of the children's published books.
8. Permit the children to choose their own form of publishing, for example, bound book, shape book, class book and so on.
9. Encourage children to vary their types of published writing - poetry, songs, reports, stories, and plays.
10. Include a synopsis page at the back of each book to "sell" others on the idea that this is the book to read.

7.11 THE WRITING FOLDER

There are many ways to store children's writing. Some teachers use exercise books, others loose-leaf binders or file folders and others use the writing folder. Regardless of the approach chosen, the storing of children's writing adds a valuable element to the writing program. All writing completed by an individual child throughout the school year is dated and stored in the classroom. This provides the teacher with a useful evaluation tool as the comments made during

conferencing provide a record of the child's progress and achievements. Children enjoy rereading previously written stories and parents can also see a meaningful accumulation of information regarding their child's writing development.

A writing folder includes:

- a list of topics.
- a list of ideas for future writing.
- a list of conferences including comments.
- the child's writing.

---

1. Below are two examples of ways to make writing folders. Use regular size folders.

Outside Front Cover
Sujets sur lesquels j'ai déjà écrits

Inside Front Cover
Sujets qui m'intéressent

Inside Back Cover
Habiletés utiles

Outside Back Cover
Livres que j'ai écrits

(recorded by teacher or child)

2. Another idea is a three-flap folder made from bristol board.

Outside of Folder

Mon dossier d'écriture	Sujets qui m'intéressent - Les dinosaures	Mots que j'aime - énorme
Name and Picture of child	- Mon sport préféré	- féroce

Inside of Folder

Mon écriture continue	Mon écriture d'aujourd'hui	Histoires publiées - L'oiseau perdu, janvier 1990

Pockets can be made simply by folding a flap from the bottom of the bristol board. Flaps can be stapled on each side.

7.12 CORRECTING WRITTEN LANGUAGE

In the French immersion whole language classroom, meaning is the focus of writing. However, free writing alone cannot be expected to produce effective writers. For writing to develop, mistakes cannot go unnoticed. Correct spelling and grammar conventions are necessary.

A major source of frustration for French immersion teachers is that children continue to make the same errors despite the fact that they have been taught grammar, and have studied spelling. Meanwhile, students are quickly discouraged if their writing is covered with corrections made by the teacher. Teachers therefore must correct errors in a way which will not kill the child's desire to write but will provide the necessary feedback concerning writing skills. Also, formal spelling and dictations, as well as drill or grammar are not recommended in the primary grades, since these often result in numerous errors.

A personal and positive means of correcting children's errors is through the use of conferences. A conference is the discussion of any piece of writing which helps the writer to develop. There are four types of conferences: individual, peer, small group, group/class.

Individual - In the individual conference, the teacher meets with an individual child to discuss a piece of writing. The teacher may read the child's piece or the child may read it to the teacher. When this has been completed, the child is invited to talk about the writing. S/he is encouraged to tell why a particular topic was chosen, what parts of the piece s/he liked the best, etc.

Through questioning, the teacher can guide the child in finding solutions to writing challenges. For example: "How do you think you might make a happy ending?" During conferences, a teacher may also choose to explain a grammar, punctuation or capitalization rule or a spelling convention.

When the children understand the individual conference format, they may be introduced to the three other types of conferences.

Peer - Peer conferences are designed for children who have learned to generate questions and offer constructive comments about each others writing. Working with peers, children are also able to assist each other with revising and editing their work.

Teachers should be cognizant of the fact that primary children are more apt to edit their work than revise it. Peer conferences are good teaching learning *strategies* for both children and a great way to improve a piece of writing before it is read or heard by a larger audience.

Small group - A small group conference is conducted in much the same manner as the peer conference. In this case, the children read their stories one at a time while the others in the group listen. Group participants respond to each story as it is read, commenting on parts of the story they liked, parts they found funny, and parts of the story needing improvement. The teacher may also initiate a group conference by calling together 3 - 6 children who need instruction in a particular skill. For example, a group of children may need help with quotation marks, use of descriptive words or story beginnings.

Class/Group - In this type of conference, children come together to share their work, either a draft copy or a published work. It is an opportunity for them to learn from others since

group members participate by listening, asking questions, and offering suggestions. The teacher may use the class conference to teach a particular skill, to ask a child to share his/her information, to demonstrate editing techniques or to comment on a particular form of writing.

The length of conferences may vary. At times all that is needed is a few seconds at a child's desk to answer or to ask a few questions. At others times, depending on the need of the child or the group, a conference may last up to 20 minutes. Conferences allow the teacher to diagnose possible writing problems but they are also encouraging and informative for the child.

7.13 SPELLING

Following is a list of suggestions to promote spelling growth:

- Display printed materials around the classroom. When developing a particular theme (e.g., the sea) display charts, webs and books related to the theme. Preferably these items should kept at the eye level of the children.
- Read to the children. Help develop an interest in words. Point out interesting words (e.g., rouge, orangé, les pucerons) and comment on the fact that it might be a good word to use in writing. Invite children to look at how it is spelled.
- Talk to children about spelling. Why is standard spelling so important, what strategies do they use when trying to spell a word (e.g., mnemonic devices). Is there a need to always spell correctly?
- Encourage children to take risks with their spelling, to use inventive spelling.
- Post a list of "Tricky Words" in the classroom (e.g., à, et, est, ami/amie, vais.) Take these words from the children's writing. Try to look through the children's journals or writing samples at least once a week, recording frequently used and misspelled words. Write six or seven of these on the "tricky list" challenging children to learn how to spell them within a specified period of time. Change lists as children become familiar with the words. Such a list will help all children develop a core of frequently used words.
- Help children develop spelling strategies. They should be able to sound out words when appropriate, consult a dictionary, discover patterns among words, seek help from classmates and find resources around the classroom. Also, they should be developing an awareness of common letter sequences (e.g., ou, ai, au).
- Engage children in some spelling problem solving. As you complete class charts, invite the children to help with the spelling of specific words.
- In utilizing word lists, be sure they evolve out of the needs of the children. Utilize words the children frequently use in their writing, words associated with the current theme, meaningful words (name of school, community), words common to a particular topic (e.g., plants in science).
- Play spelling games. However, caution should be taken not to overuse them.

A few sample games:

a) Tic Tac Toe - place all the week's words on cards. Divide them into two piles (one for each child). Children take turns asking each other a word. When the correct spelling of a word is given, the child places an X or 0 on the sequence of his choice.

b) Hangman. Teachers may want to change the name of this traditional game to something like "Make the animal's name disappear." (Use

animals with long names such as l'hippopotame, le crocodile, la libellule.) Write out the name of the animal. Children take turns guessing a letter to put in the blank. The object of the game is to correctly identify the word before all letters have been crossed out of the animal's name.

- Have children compile lists of individual words. These can be printed on cards and put in a variety of categories (e.g. put a red dot on the cards "Words I am learning", a yellow dot on words "I can nearly spell", a green dot on "words I know", and so on).
- Have the children write daily. Writing provides the children with opportunities to use words to experiment with spelling. Remember if children are not writing they have no reason to spell.
- When children ask for a word they have not yet encountered, write it in the margin of their exercise book. If it is a word you would expect them to know, encourage them to give it a try on their own, to utilize resources around their classroom.
- Even if a word is spelled incorrectly, highlight the number of letters that the student has used properly. Children need to know what they have correct, not what they have wrong.
- Have children work as partners to study and check their OWN spelling lists. They might give each other a little "test."
- Use crossword puzzles or word searches that include words related to a theme. Encourage children to make up their own crossword puzzles.

7.14 EVALUATION OF WRITING SKILLS

For fair and effective evaluation of a student's writing development, teachers must:

- identify where the student is in the development of good writing skills.
- make the student aware of his/her own achievements and particular writing needs.
- make the student understand the value of using his/her developing writing skills in everyday situations.
- allow for individual differences in style.

To promote good writing development, on-going evaluation is necessary. A most useful and accurate way of evaluating is through the use of *observation.* By observing children writing, teachers see how they feel about writing, if they are motivated and interested, and if they are working well on their own or in groups. Also, by consulting writing folders during conferencing, teachers gain an insight into each child's particular achievements and needs. Teachers compare recent pieces of writing with previous ones and with what is presently expected of each child to make informed judgements on his/her writing development.

By referring to anecdotal records (files in which significant incidents in a child's writing development are recorded), teachers can quickly see each child's pattern of development and can evaluate the progress s/he has made.

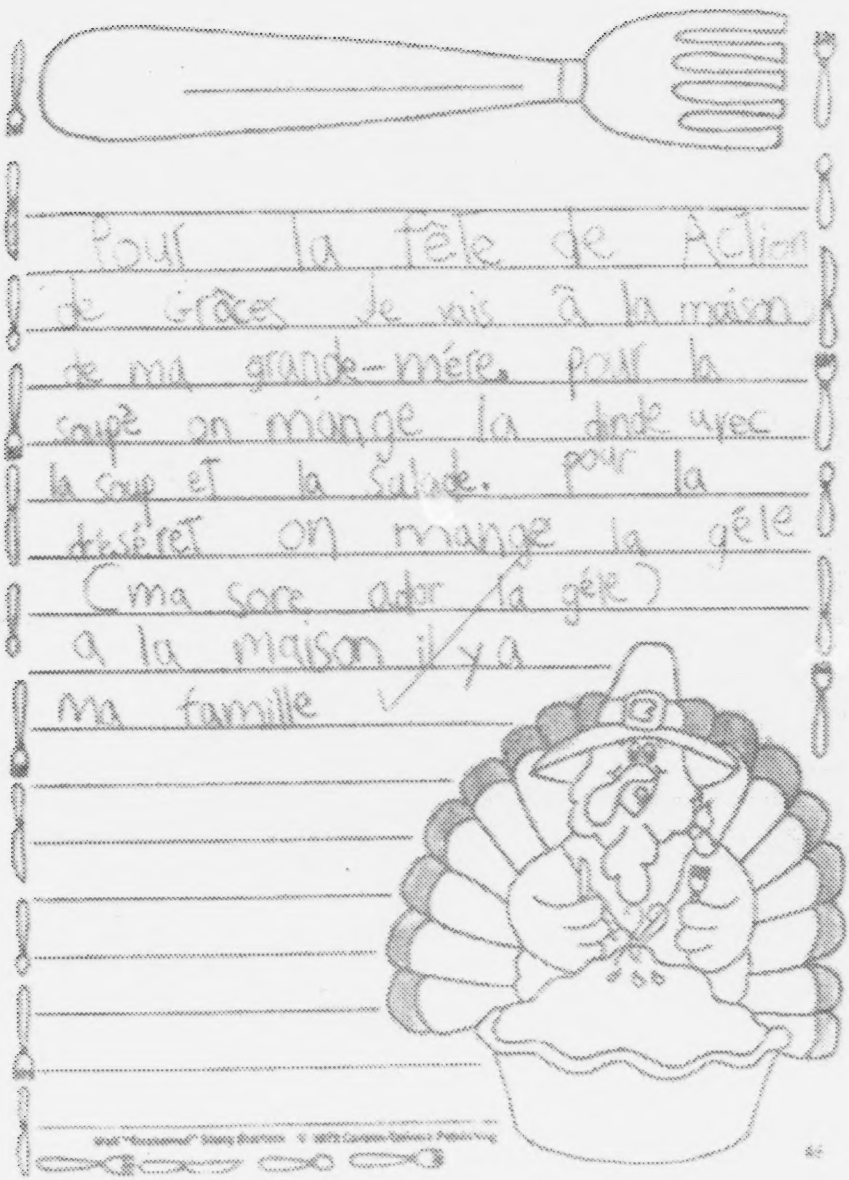
7.15 TEACHER'S SELF-EVALUATION FOR WRITING SKILL DEVELOPMENT

Teachers may wish to reflect on the following questions in order to assess their own program goals and objectives and the learning opportunities they provide for children as well as to determine ways in which the development of writing skills may be enhanced:

- Do I provide a variety of writing activities?
- Do I engage the children in shared writing

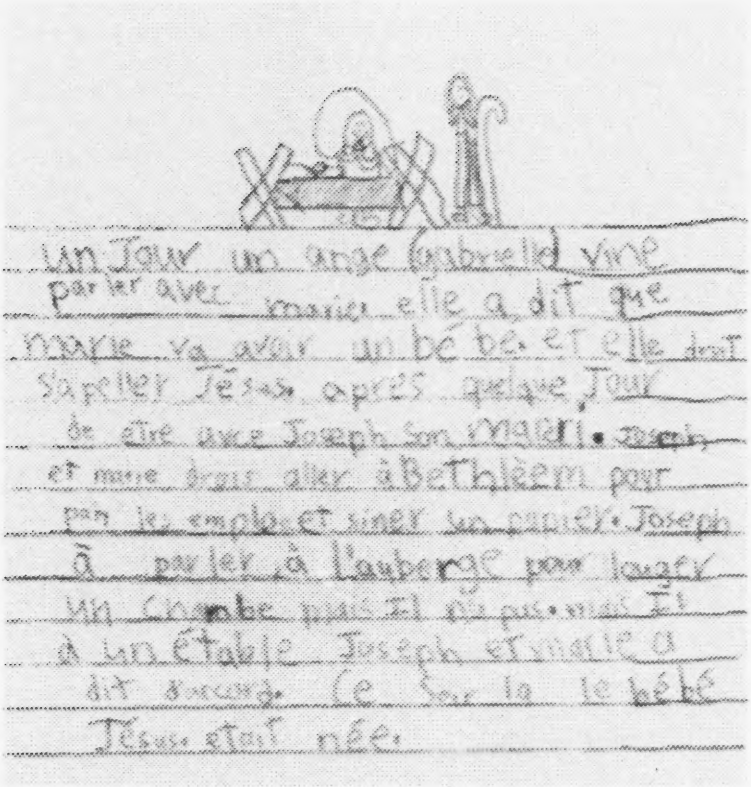
sessions?

- Do I make my students aware of the purposes of writing?
- Do I encourage my students to discuss ideas before they write?
- Are the writing tasks I propose appropriate to the development of each child's skills?
- Do I allow my students the freedom to choose some topics?
- Are writing activities carefully planned?
- Do I provide audiences for my students' writing?
- Do I permit my students to edit their own work?
- Do I have realistic expectations in the use of conventions of written language?
- Do I provide some positive responses to every piece of writing?
- Do I avoid writing tasks with some students?
- Do I have a storage system for each child's writing?
- Do I regularly confer with my students?
- Do I provide adequate feedback on the children's writing?



Pour la fête de Actions de grâces je vais à la maison de ma grande-mère. pour la soupe on mange la dinde avec la sauce et la salade. pour la dessert on mange la gêle (ma sœur adore la gêle) a la maison il y a ma famille

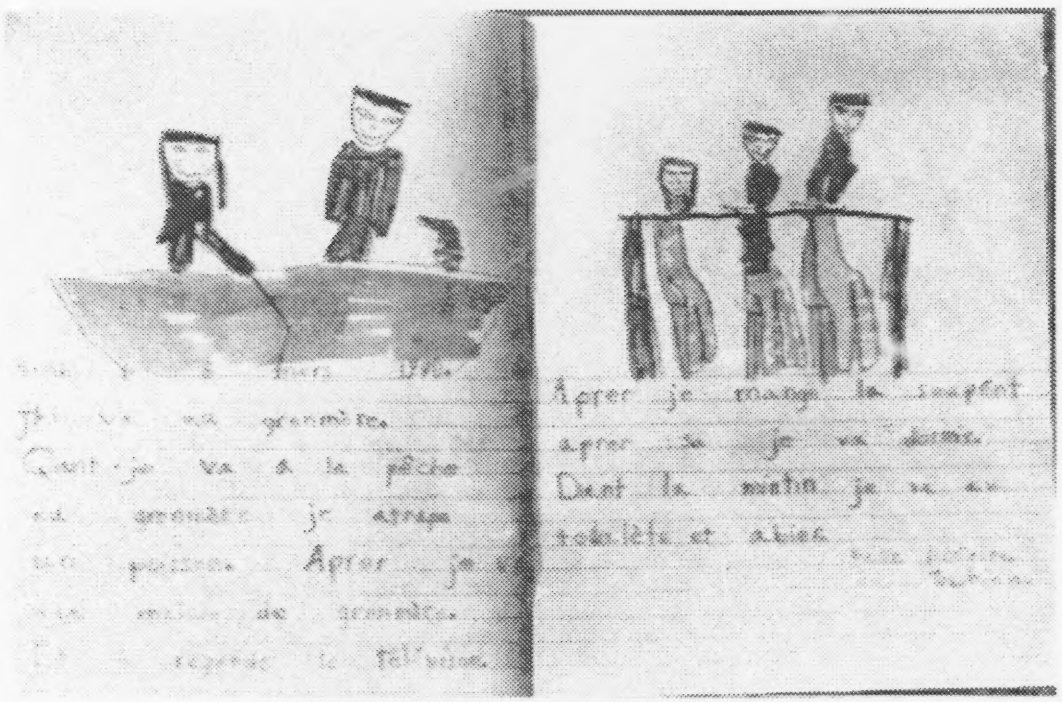
Grade II



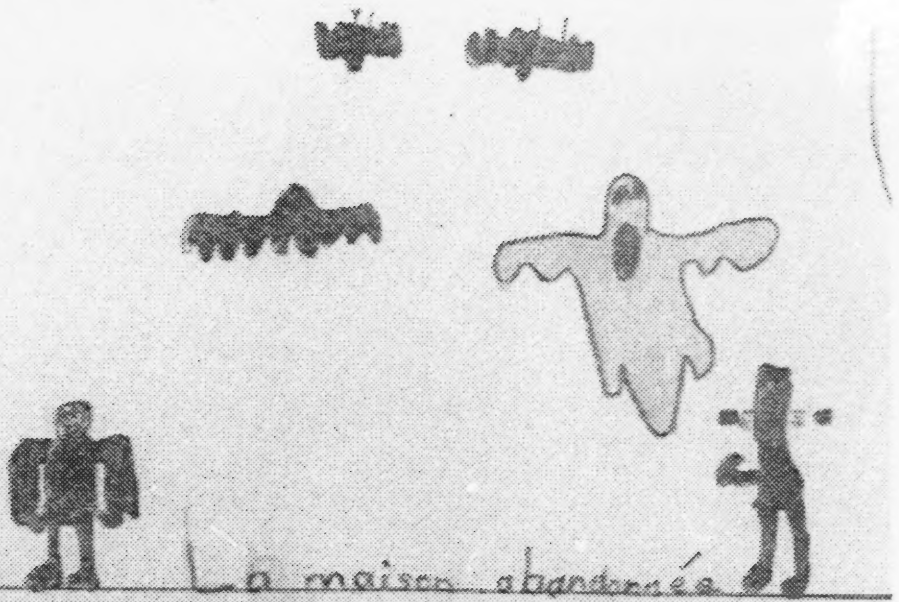
Un jour un ange (gabrielle) vine
parler avec marie elle a dit que
marie va avoir un bébé et elle doit
s'appeller Jésus après quelque Jour
be être avec Joseph son mari. Joseph,
et marie doive aller à Bethléem pour
par les emplo et viner les papier. Joseph
à parler à l'auberge pour loger
Un chambre mais il n'en pas. mais il
a un Étable Joseph et marie a
dit accord. Ce Soir là le bébé
Jésus etait née.

avant de vivre
grand-maman et ho
grad-papa je prend
ma bisklat a Lourd
et quand je retrn
a stephenville
je obia mo bisklat
a Lourd. un jour
apres récolé je demane
au papa askje pe
prmehe mo bicyclette
mo papa dit non parceque
ton bicyclette est dns
Lourd.

a / ans il
est en 2e annee
à l'école
Sacred Heart. Il a 4 soeurs et
7 Freres. Il aime le boxing.
et aime les transformateurs aussi.
Il a écrit 3 autres livres
avec tous ses amies.



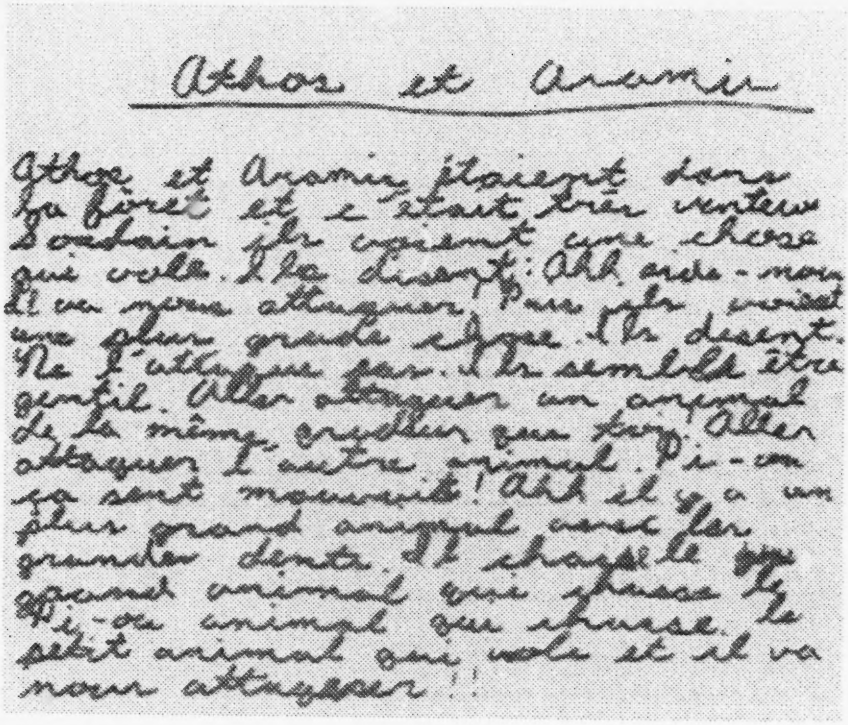
Writing Sample Grade II (edited)



La maison abandonnée

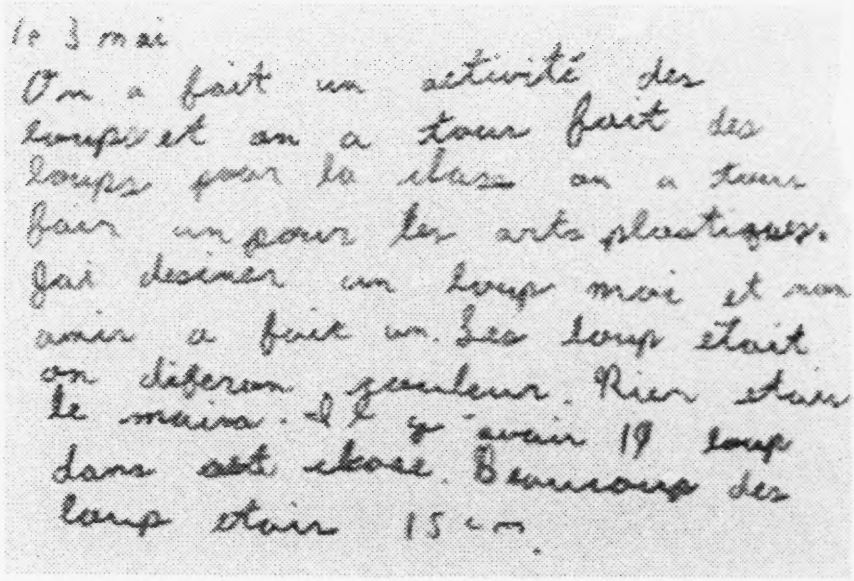
Un jour ma maman a entendu du bruit dans la cuisine. Un fantôme sort de la boîte à biscuits. Ma maman crie. Le fantôme fait une grimace et disparaît. La fin

par Jean Ryan



Athos et Aramis

Athos et Aramis jouaient dans
la forêt et c'était très ventex
soudain ils voyaient une chose
qui volait. Il la disaient: Ahh arde-moi
il va nous attaquer. Puis ils voient
une plus grande chose. Ils disent.
Ne l'attaque pas. Il semble être
gentil. Aller attaquer un animal
de la même grosseur pas trop. Aller
attaquer l'autre animal. Puis-on
va sont mauvais! Ahh il y a un
plus grand animal avec des
grandes dents. Il chasse le plus
grand animal qui chasse le
plus-ou animal qui chasse. Le
petit animal qui vole et il va
nous attaquer!!



le 3 mai
On a fait un activité des loups et on a tous fait des loups pour la classe on a tous fait un pour les arts plastiques. J'ai dessiner un loup noir et mon amie a fait un. Les loup était en différent grandeur. Rien était le même. Il y avait 19 loup dans cette classe. Beaucoup des loup était 15 cm.

CHAPTER 8 - The Teaching of English in French Immersion Programs

8.1 THE INTRODUCTION OF ENGLISH IN GRADE 3

One of the most unique challenges ever presented to a teacher is the teaching of the English language arts program to French immersion children in Grade 3. Usually the teacher is faced with a group of children who have widely varying backgrounds of skills and knowledge in their native language. Some children are well below the grade level in English language development, others are within the grade level, while others may be above it. It is the teacher's duty to identify and try to meet the needs of this diverse group.

In order to find each child's level of English language development and to help him/her progress, a whole language approach is appropriate. Through whole language activities, the teacher can observe verbal skills, vocabulary use and sentence structuring ability. Information obtained in this manner helps the teacher to determine where each child is and what each needs in order to grow. A personalized program is essential and activities should be flexible, allowing for individual differences and varying stages of development.

The following is a list of general recommendations for teachers:

- Provide one period (approximately 45 minutes) of instruction per day at the Grade 3 level.
- Read to children for 10 to 15 minutes each day.
- Allow children to read silently, orally or with a partner every day.
- Concentrate on the development of all four skills - listening, speaking, reading and writing.
- Use a whole language approach and integrate all skills as much as possible.
- Encourage daily writing in various situations - notes, letters, announcements, lists, menus, speech balloons, poems, stories, directions, book reports, journals, etc.
- Although certain skills/concepts have been taught in French, do not assume that the transfer of these skills and concepts will take place automatically. Teachers need to provide learning situations which will facilitate and reinforce the transfer of learning from one language to the other.
- Use both lower and higher order questioning during discussions with children (memory recall, comprehension, application, analysis, synthesis, evaluation, extension).
- Develop a home reading plan.
- Evaluate through observation and through individual and small group conferences.

8.2 WHO TEACHES THE ENGLISH LANGUAGE ARTS PROGRAM?

The teacher of the English language arts program is determined by the administration of the school. In certain schools the French immersion teacher teaches English language arts to his/her own class. In others, an English language arts teacher teaches the program either in a French immersion classroom or in a regular English classroom. There are

advantages and disadvantages in both cases. These are weighed against each other in order to decide upon the most suitable situation for the school as a whole.

To ensure the success of an English language arts program in Grade 3 French immersion, the following points should be considered:

- The teacher should be aware of the possible positive and negative transfers from one language to the other.
- The teacher should be knowledgeable of the language acquisition process , i. e., the teacher should understand how children learn to read, write, speak and listen.
- The teacher should be a good diagnostician in order to pinpoint problem areas and avoid unnecessary work.
- The teacher should have a knowledge of the French language in order to more readily identify possible causes of particular problems (e.g. capital letters on days and months; final "e" in many words).
- The teacher should be fluent in the English language.
- Where two teachers are involved, i. e. the French immersion teacher and the English language arts teacher, close coordination, communication and cooperation should take place in program planning and implementation.

8.3 POSITIVE AND NEGATIVE TRANSFERS

Transfers of learning refer to the processes which are basic to learning and that once learned can be applied to learning almost any language. (Ewart, 1987)

Due to the high degree of similarity between the English and French languages, it is possible to transfer many skills and concepts from one language to the other. It must not be assumed, however, that this transfer of skills and concepts is automatic. Teachers need to be aware of the possible areas of transfer and provide their students with a learning environment which will facilitate and reinforce these transfers.

While thinking skills are completely transferable from one language to the other, only certain language skills are transferable. Just as certain skills can be transferred, other skills or aspects of one language can cause interference with the the other. This negative transfer is caused by inappropriately applying rules of one language to the other.

An interference or negative transfer is the tendency to impose the phonological, semantic, or syntactic systems of one language upon another. Teachers need to be aware of these areas of interference in order to eliminate confusion for their students and to diagnose specific areas of difficulty.

The following material on transfer and interference has been taken with permission from the *Manitoba Guide English 1, 2, 3 and 4 FL_2* (1985).

It is hoped that this information will help teachers of English language arts to immersion students gain a greater understanding of the phenomenon of transfer and interference as it applies to the immersion situation.

CONCEPT	TRANSFER	AREAS OF INTERFERENCE
1. Consonants	b, c, d, f, k, l, m, n, p, r, s, t, v, y, z,	The names of the letters "g" and "j" are reversed in French. This fact may cause considerable confusion to the student. The letter "h" is always silent in French. The letters "w" and "x" are rarely used in French. "qu" in French has the sound of hard "c" in English. The sound "qu" as in quick does not exist in French. The letter "q" can be used alone in French but not in English (e.g. five = cinq).
2. Consonant digraphs	sh (although seldom used in French)	"th" is pronounced "t" in French. "ch" in French is pronounced like "sh" in English. The sound of "ch" as in chicken does not exist in French. "wh" does not exist in French.
3. Blends	most blends	sw, tw, sm, sn do not exist in French.

CONCEPT	TRANSFER	AREAS OF INTERFERENCE
4. Vowels		Sounds of all vowels long and short (a, e, i, o, u, y). Use of "r" after vowel in French does not change the sound of the vowel.
5. Dipthongs		ou - In French "ou" always has the sound of "ou" in group, never as in out. oi/oy - In French these always have the sound of "wa" as in water. all - In French the sound of "a" does not change when followed by "l". au - In French this dipthong has the long "o" sound.
6. Plurals	"s" indicates plural in some cases	The "s" is not pronounced in French.
7. Gender	Masculine and feminine exist in both languages.	In English there is a neuter gender for objects. In French, the adjective, article and noun must agree, which may change the spelling and pronunciation.

CONCEPT	TRANSFER	AREAS OF INTERFERENCE
8. Possessives		The use of s' and 's is an English concept. In French, possession is indicated by the use of de (e.g. le livre de Jean).
9. Contractions		There are few contractions in French. In English, letters are dropped and replaced by an apostrophe for the sake of brevity.
10. Abbreviations	Concept	In English, an abbreviation always has a period whereas, in French, the rule varies. In French a period follows an abbreviation only if the last letter is not included in the abbreviation. (e.g. Monsieur: M. the final "r" of Monsieur is not part of the abbreviation; Madame: Mme a period is not used because the final "e" of Madame is included in the abbreviation).
11. Sentence Structure	Concept	place of adjective in sentence
12. Capitalization	Concept	The names of days and months are not capitalized in French, nor are the names of languages and nationalities. In French only the first word of the title is capitalized.

CONCEPT	TRANSFER	AREAS OF INTERFERENCE
13. Punctuation	Concept	Writing Conversation i.e. John said, "Give me the bread." Jean dit: "Donne-moi le pain." - Donne-moi le pain.
14. Syllabication	Transfer	In English syllabication is done according to a set of rules whereas, in French, words are divided phonetically.
15. Specific examples of other areas of difficulty		a) can vs. may b) bring vs. take c) learn vs. teach d) ng and gn. Both ng (English) and gn (French) have the same sound. This may cause reversals in writing (e.g., singer - signer). e) semantics - phrase/sentence. The word <u>phrase</u> in French means "sentence" in English. Therefore, a teacher must take great care in using the terms "phrase" and "sentence" in English to ensure that the students discriminate between complete sentences and sentence fragments.

CONCEPT	TRANSFER	AREAS OF INTERFERENCE
		Some words which appear the same do not have the same meaning: agreeable - agréable traffic - trafic sensible - sensible In French, many words end in a silent "e" that does not affect the pronunciation. There are few of these words in English. One example is the word "have." Also, the agreement of adjectives in French calls for the use of "e" on feminine adjectives but does not necessarily change the pronunciation of the words. Therefore, some pupils may have the tendency to use a final "e" somewhat indiscriminately. The teacher may have to put considerable emphasis on the function of "e" to produce long vowels (e.g. tap - tape).

Areas Where Transfers of Skills Are Possible

LISTENING

- listening courteously and attentively
- discriminating differences and likenesses among consonant sounds
- hearing syllables in words
- identifying and using rhyming words
- classifying and categorizing (all animals, etc.)
- generalizing (dog=animal, etc.)
- using context
- understanding sentence forms
- following oral directions involving one step, two steps, several steps
- identifying and focusing attention on the topic
- understanding the relationship between details and the topic
- understanding cause and effect relationship
- recognizing meaning in context
- distinguishing fact, fiction, opinion
- making inferences (answers the "wh" questions... what, where, when, why and how)
- predicting outcome
- sensing emotional reactions
- recognizing his/her own feelings as a listener and identifying with the characters and actions
- being sensitive to words which refer to smell, taste, sound, feel (touch), and sight
- recognizing and understanding the use of illustrations
- forming conclusions
- being able to make simple judgements about:
  a) the value of the speaker's ideas
  b) the speaker's purpose
  c) the speaker's choice of language material and delivery
- integrating ideas heard with previous knowledge and using this to create new ideas

SPEAKING

- speaking for the purpose of conveying an informative, persuasive, expressive, or poetic message
- speaking courteously, fluently, and with poise in group situations
- using punctuation, intonation, inflection, pauses, variable rates, and gestures to convey and clarify meanings
- using simple sentences appropriate to the situation
- using progressively more complex sentences
- using various sentence forms (questions, statements, exclamations)
- organizing thoughts in a meaningful sequence and recognizing the relationships of cause, effect, time, space, place
- adapting speaking to:
  a) various sized groups (one to one, small, and large groups)
  b) various audiences (range of age, relationship to listeners)
  c) various functions of language (to satisfy needs, to exercise control, to find things out, to convey information, to imagine)

READING

- noticing likenesses and differences in:
  a) pictures and shapes
  b) letters and numbers
  c) words and phrases
- distinguishing colours
- recognizing letters by names, by sounds
- identifying sounds (beginning) of names of familiar objects
- recognizing words instantly
- using contextual clues as an aid to word recognition and meaning

- recognizing and understanding vocabulary used to observe, to sort, to match, to generalize
- understanding and using synonyms, antonyms, and homonyms
- using descriptive and figurative language
- identifying and focussing on topic
- recognizing a variety of types, forms, styles of writing (riddles, poems, fables)
- being aware of fact and fantasy
- recognizing meaning in context
- making simple inferences
- predicting outcome
- forming conclusions
- comparing and contrasting
- evaluating the events, characters, and outcomes in terms of the child's own previous reading experiences
- reading in group with clear enunciation, good expression, and pleasing voice quality
- being aware of and using the table of contents, index, dictionary, maps and charts
- recognizing and using the structure of an outline
- scanning for information

WRITING

- writing informative, expressive, poetic and persuasive messages
- writing stories in a group situation
- writing a text with an introduction, body, conclusion
- writing a paragraph using indentation, topic sentence, supporting details, correct sequencing, descriptive words, concluding sentence title
- manipulating sentences using addition, subtraction, substitution, combination, and permutation
- showing evidence of ever-increasing vocabulary
- understanding and using more complex grammatical structures
- printing and writing upper and lower case letters of the alphabet and writing all combinations of letters legibly from memory
- proofreading for content, organization, standard usage, and appearance

8.4 MATERIALS AND ACTIVITIES

In accordance with a whole language philosophy, the English language arts program is resource-based. A wide variety of appropriate children's literature is available as well as the authorized primary language arts resources (levels one, two and three) which are also a valuable resource.

When choosing materials, it is important to remember that children need to be exposed to all genres of literature and engaged in all types of writing.

Reading selections may include a variety of:

advertisements
narratives
applications
newspapers
articles
comics
fairytales
informational books
letters
menus
mysteries
plays
poems
posters
recipes
science fiction
songs

Writing activities may include the writing of:

captions
descriptions
dialogues
directions (recipes), invitations
informational writing

journal writing
labelling
letter writing
listing
observational writing
poetic writing
script writing
speech balloons
story writing

Having chosen a variety of materials, teachers develop activities which refer children to particular texts in search of information or specific detail. Other activities are developed which extend or stretch the imagination.

When planning language development activities, teachers may find it useful to brainstorm in order to devise a web of possibilities and to then check out which resources are available from the school, public libraries, personal collections and resource centres. Sample webs are included in Appendix J to illustrate how this may be done.

When teaching English language arts to French immersion students, teachers should remember that children in Grade 3 French immersion are beginning formalized instruction in English. Obviously, many students will not be able to follow the basal reading program which is prescribed for English stream students at the same grade level. Therefore the teacher must develop whole language activities which allow each child to progress according to his or her own level of ability.

CHAPTER 9 - Parents as Partners

9.1 INTRODUCTION

It is extremely important that open communication between teacher and parent (For the purpose of this guide, the word "parents" is used to mean parents or guardians of a child.) be established at the very beginning of the school year. After all, parents are the first teachers of their children and they have a vital role to play in their continuing development.

Parents are to be viewed as partners. They are generally interested in their children's education; they want to be involved; and they offer a valuable source of information and insight into the nature of the child.

Often parents of children enrolled in a French immersion program feel that they are missing out due to the fact that many of them do not speak or understand French and have little understanding of the second language acquisition process. This may cause them to become overly concerned, anxious, and frustrated. To alleviate this anxiety, teachers need to keep parents informed and involve them as much as possible in all aspects of school life.

9.2 INFORMING PARENTS

Communication with parents on a regular basis is of utmost importance. Parents need to be informed of their child's progress, of ways they can become involved, and of current research in bilingual education. Several ways of keeping them informed and encouraging them to become active participants in their child's schooling are listed below.

a) **Awareness meetings.** One way of informing parents is through awareness meetings. Whenever possible invite a special guest to talk with parents. Guests may include the French coordinator, the consultant at the Department of Education, a parent of a French immersion graduate, a French immersion graduate, etc.

The first awareness meeting should take place early in the year. Parents will no doubt have many questions and concerns. Speakers, therefore, should be well versed in the literature and research concerning bilingual education.

One part of an awareness meeting may be devoted to explaining the curriculum to parents. A slide show or video of actual learning experiences in your classroom may be of interest. The Department of Education also has a number of video productions which may be helpful in explaining the "what" and "how" of the curriculum (e.g. "In the Centre of Things", "The Primary School").

b) **Information Centre.** Set up a reading table near the classroom where books, articles, and pamphlets relevant to French immersion, literacy acquisition, a parent's role, etc. are displayed. Encourage parents to read the literature and thus to increase their knowledge about their child's education.

Literature may be obtained from CPF (Canadian Parents for French), NTA (Newfoundland Teachers' Association), and various journals such as the Modern Language

Journal, the Canadian Modern Language Review.

c) **Parent-Teacher Interviews.** Parent-teacher interviews need not wait until the scheduled reporting period. Conduct interviews whenever necessary at any time throughout the year. Show parents samples of their child's work and explain what they reveal about the child's progress. Try to start and end on a positive note, however, and be sure to discuss problems and offer recommendations where necessary. Be honest and informative. Don't forget that parents are partners in the child's schooling.

d) **Letters to Parents.** Letters to parents can be a way of establishing a regular correspondence between the home and school. They provide parents with information on how they can help and on what is happening at school. They may also be used to communicate a positive event to parents, for example: Today, Paul read "L'anniversaire de Bertrand" and really enjoyed it. If you are looking for something to get him for his birthday next week, perhaps he would like another book in this series. I recommend _____ _____ or _____ ____ which are available from _____ _____.

Letters *thanking* parents for their participation and support in a particular event are as important as those which *ask* for support and participation.

The following sample letters may be used as models. These letters are reproduced in Appendix K so that teachers may copy them for their personal use.

Sample Letter #1

Dear Parent/Guardian:

Your child will be bringing home reading material on a regular basis this year as a part of our Independent Personal Reading Program. These materials will include commercial, pupil-made and class-made books, stories, poems and articles. The purpose of this aspect of the reading program is to provide opportunities for children to read for enjoyment and use reading skills for their own pursuits.

The children are looking forward to sharing their favorite books and stories with you in the relaxed atmosphere of your home. The initial materials will be selections that lend themselves to memory reading, relying on chanting, singing, choral speaking, mime and picture clues that will enable the children to become familiar with the ideas and the language. This is the "beginning" of reading. Offer encouragement, or join in the reading with him/her. Most important, voice your pleasure to your child. As always, positive feedback is important.

If you have any questions about this part of our program, please do not hesitate to contact me.

Sample Letter #2

Dear Parent/Guardian:

As a parent/guardian who has a child in French immersion, it is extremely important that you provide encouragement and support throughout the year. Listed below are a number of tips which you may find helpful:

1. Expose your child to some French television programs such as Sesame Street, Passe-Partout or the Saturday morning cartoons.
2. Take your child to the public library and become members together. Encourage your child to read French books when available.
3. Subscribe to a French children's magazine.
4. Point out the French print in the environment - the French side of grocery labels, the French part of menus, French programs in the TV guide.
5. Provide French language albums and tapes for your child.
6. If possible, visit a French-speaking community together.
7. Listen to your child when s/he tell stories or wants to read to you.
8. Become a member of CPF and learn more about French immersion programs.
9. Show an interest in learning French yourself, if you don't already speak the language. Ask your child what a specific object may be called in French. If you do speak French, try to use it with your child from time to time.
10. Where possible, encourage your child to telephone a friend from school or invite a friend from school to visit overnight. Speaking in French together outside school is fun.

Sample Letter #3

Dear Parent/Guardian:

Grade 1 will be an exciting year. Your child will be learning to read and there is much you can do to help him/her develop into a successful reader:

1. As a good language model is essential when reading to children, if you are relatively fluent in French, read to your child in French. If you are not fluent in French, read to him/her in English. This reading aloud will introduce your child to the pleasures of reading.
2. At all times praise your child's reading. Children need to develop positive attitudes about their accomplishments.
3. When reading aloud, encourage your child to participate by stopping at a certain point and allowing him/her to supply a missing word.
4. Ask a few questions as you read, such as "Oh, oh, I wonder what he is going to do now!" Discuss what is happening in each illustration.
5. Set aside a special time each night to read to your child.
6. Choose educational toys for your child.
7. When you visit the supermarket, bank or post office with your child, talk about what you are doing and about the print which is displayed.
8. Ask your child about what happens at school.
9. When you make something such as a cake or jello, let your child see you read the directions. Point out that the directions are also written in French. Let your child see you reading - remember children will often imitate their parents.
10. Read the messages on the cereal boxes together.

11. Register your child in a French book club such as Arc-en-ciel.

e) **Class Newsletter.** Classes can produce a short newsletter to be sent home to parents, highlighting the events of the month. Some stories and illustrations completed by the children can be showcased. A little language learning theory may be included. Remember to avoid educational jargon.

Sample Newsletter

This month we visited Mr. Benoit's farm and wrote him a thank-you letter. We learned about all kinds of shapes in math like cylinders, spheres, and rectangle prisms.

We read a story to the principal.

(Include a sample drawing here and a few stories written by the children.)

f) **Monthly Calendar.** Prepare a calendar of activities related to the particular topics to be developed each month. The calendar can be sent home at the beginning of each month with a note suggesting that parents post it on their refrigerator and do an activity or two with their child each day. (See Appendix L for a sample activity calendar.)

g) **Focused Sessions.** Arrange sessions for parents on a variety of topics such as: **(i)** assisting with homework, **(ii)** the emergent reader, **(iii)** learning centres. Be sure to leave time for questions from parents and suggestions of topics for future meetings.

h) **Reading Handbook.** Prepare a handbook on reading for parents. Distribute it to parents or use it as a focus for discussion during a meeting.

i) **Information Packages.** Make up information packages for parents. Such packages might include:
   (i) Literature relevant to French immersion.
   (ii) Brochures from CPF.
   (iii) Monthly calendars.
   (iv) Ways for parents to help out.

On-going communication between home and school is essential to ensure secure, well-informed parental partners.

9.3 STRATEGIES FOR PARENTAL INVOLVEMENT

Ways in which to involve parents are numerous. Teachers are encouraged to try a few of the following suggestions where appropriate:

a) **Classroom Visitations.** Extend an open invitation to parents encouraging them to visit their child's classroom whenever they wish.

   Invite parents to take part in special occasions: **(i)** to taste sugar pies made by the children, **(ii)** to attend a sing-a-long or skit put on by the students, **(iii)** to help out with a special art project.

b) **Work Parties.** Organize a work party. Invite parents to come along to make materials for use in the learning centres. Parents can bind big books; cut, colour, and laminate activity cards; print charts; copy and staple booklets. This strategy for parental involvement will give teachers an

opportunity to chat informally about the program. Parents will also learn much about the kinds of activities that take place at school.

c) **Field Trips.** Invite parents to help chaperone field trips. Some parents may be interested in taking pictures or video taping the event for a future showing to the class.

d) **Clerical Work.** Parents can help by typing children's stories for publication. This can be done at home or at school.

e) **Send Home Material.** Some parents may be willing to cut and colour at home. Send home "chores" with explicit instructions and parents will ease the work load.

f) **Party Organizer.** Select one parent for the year who will be responsible for organizing the "goodies" for special occasion parties at school. The teacher provides the parent with the class list, including telephone numbers.* The parent divides the class into groups or teams according to the number of special parties throughout the year. (In this way, parents have only one party per year to worry about.) A few days before the scheduled event the parent contacts team members to remind them to send along cookies, sandwiches, etc. (*Be sure to write parents for permission, especially if telephone numbers are unlisted.)

g) **Take Home Reading.** Parents, even though they may not be bilingual, play a vital role in their child's reading program. Children are encouraged to take books home *everyday* to read to their parents. A special time each night should be set aside so that parents can listen to and delight in their child's reading. Their constant support and interest are essential.

Initially, there is often much concern that due to the language barrier, parents cannot help their children in the take-home reading program. Perhaps the best way to deal with this is to hold a meeting at which the take-home reading program is explained.

Inform parents that they play a vital role in improving their children's reading skills. Reference can be made to research where it has been found that despite the language reading competence of the parent, the fact that they *listened* to their children read on a regular basis helped children improve their reading skills. The parents' role is not that of a tutor but rather one of an *interested listener.* Children who read to their parents in English and French make significantly greater progress in reading than those who do not take part in this type of literacy sharing.

In order to help parents and teachers organize and monitor the take-home reading program, the following letter may be of use:

Sample Letter to Parents

Dear Parent/Guardian:

We will begin our Home Reading Program on _____ . At the beginning of each week/month your child will bring home a blank calendar sheet on which s/he will record the books that have been read to/shared with you in that time period. Please try to set aside time each evening to listen to your child read his/her book and help him/her complete the calendar sheet. Your interest, enthusiasm and support are all that is required. A knowledge of French is *not* necessary.

Please ensure that completed calendars are returned to me at the beginning of the following week/month.

Children are asked to record French language books during the week. However, weekend recordings may include books read in English or another language.

I hope this program will encourage your child to develop a love for reading. Thank you for your support and cooperation.

9.4 WAYS IN WHICH PARENTS CAN HELP THEIR CHILDREN

As previously mentioned, parents whose children are enrolled in French immersion programs often feel that there is little they can do to help their children due to the fact they are unilingual. There are, however, many things parents can do. The following list provides some suggestions that you can pass along to parents:

- Give your child constant support and encouragement - be positive.
- Talk to your child and describe what is going on around him/her. Good language experience in the first language helps second language acquisition.
- Be a good model. Children love to imitate. If your child sees you reading and writing, s/he will learn that these skills are a part of everyday life and not simply something that takes place at school.
- Read to and share with your child interesting books and stories in English.
- Listen to your child read in English and in French.

- Encourage your child to write, e.g., letters to friends and relatives, grocery lists, notes, etc.
- Take your child to the library and become members together.
- Subscribe to a French children's magazine.
- Buy French books, tapes, etc. These are available through local book stores and through book clubs. Don't forget to visit local book fairs and publishers' displays.
- Encourage your child to watch French television - Sesame Street, Passe-Partout, cartoons.
- Point out that French is all around - signs in federal government buildings, labels on food and clothing, television listings, some menus, etc.
- Plan a trip to a French-speaking community.
- Show an interest in learning French yourself - where possible enroll in an adult French conversation class.
- Encourage your child to telephone a classmate or invite a classmate over so that they can speak French to each other.
- Visit the school, both formally and informally. Show your child that you are interested in his/her schooling.
- Give your child a home routine.
- Become informed about bilingual education. Read literature concerning French immersion; become a member of a French support group such as Canadian Parents for French.

9.5 PARENTS' CONCERNS ABOUT FRENCH IMMERSION

Parents often have concerns about French immersion education. This section presents questions frequently asked by parents and gives brief answers which may help teachers address these parental concerns. (Source: *A Handbook for Parents*, Avalon Consolidated School Board).

1. **Will my child fall behind if s/he learns two languages?**
   Things learned in either language become part of the child's general knowledge. Lags in the development of English skills are

often experienced in the primary grades. However, keeping individual differences in mind, this gap is normally overcome as students progress through the elementary grades.

2. **Won't there be confusion between the two languages?**
   Some interference does occur. Children will sometimes use a rule for one language which actually applies to the other. Teachers work with students to help them become aware of their interference problems.

3. **Will my child lose his/her cultural identity?**
   Although English-speaking immersion students are friendly towards and able to interact comfortably with French-speaking people, they always think of themselves as bilingual anglophones.

4. **Should children be transferred to the English stream if academic or other problems occur?**
   Research and experience have shown that even children with learning problems can benefit from the French immersion program. While they continue to develop facility in English, they can learn their basic skills and still acquire competence in French. Their difficulties tend to be no more severe than those of children with similar difficulties in the regular English program.

The following excerpt from a CPF Special Report (1983, p. 4) summarizes current thinking about this issue:

"However, in statistical analysis it is easy to lose sight of the individual child and it is important to emphasize that when children encounter difficulties in French immersion each case must be judged on its individual merits. What researchers can do is suggest some of the potentially important factors which should be considered by those who are responsible for deciding whether or not to transfer a child to an English program:

(i) Parents and teachers should not assume that there is greater incidence of learning disability in French immersion than in regular programs and Dr. Bruck's evidence would suggest that children with problems in immersion would likely have experienced the same problems in a regular English program.
(ii) If a child has been unhappy for a prolonged period of time in an immersion program and wants to switch, then it is probably right to do so. However one should consider the reasons for the child's unhappiness.
(iii) Transfer to an English program may damage a child's self-image and the stigma of failure may compound the learning problems.
(iv) When a child transfers to an English program in the early grades of elementary school, s/he will probably be even further behind than in the immersion program because of not having had any formal English instruction.
(v) Despite problems in academic subjects, the child experiencing learning difficulties in immersion will usually be developing relatively fluent French speaking skills .... Immersion may be the only means through which such a child can acquire facility in French since s/he is likely to have the same difficulty in a core FSL program as s/he does in other academic subjects."

While it is possible to switch your child out of French immersion, you should be aware that switching may result in your child having

to repeat a grade if s/he is moved before being formally instructed in English language arts.

5. **There is no help available in French at home. Won't this pose a problem?**
   Parental knowledge of the second language is not a prerequisite to a child's success in French immersion. Teachers are aware that most children come from unilingual homes, so reports to the home are in English. In the case of homework, the school expects the child to attempt its completion; however, if problems occur, it is preferable to have the child seek further help at school.

6. **Should I speak to my child in French?**
   Unless you speak very well, it is better not to talk to him/her in French on a regular basis. It is important for children to have good models when they begin to learn a language. On the other hand, if, for example, you are vacationing in a French milieu and you find yourself in a situation where it would be natural to use French, do not hesitate to use it when your child is present.

7. **When can I expect my child to speak French at home?**
   Immersion children usually do not want to speak French to their parents, perhaps because they know that it is not the natural way of communicating at home. Children should not be pressured to "perform" for their parents or families.

8. **Job commitments may require the family to move to another town, what then?**
   First of all, there may be an immersion program in the new hometown. A check with the national Canadian Parents for French Registry of Immersion Programs would reveal this; provincial Departments of Education could provide the most up-to-date information.

   By the end of Grade Four, all but a small minority of French immersion students have caught up to their English stream peers in English language arts. Children who leave the immerison program before having compelted this catch-up period may experience a lag in English reading skills. This, lag, can be overcome when the receiving school is aware of the situation, and endeavours to provide appropriate remedial services.

9. **How does the curriculum compare with that of the regular English stream?**
   All curriculum is determined by the Provincial Department of Education and the French Immersion Program of Studies follows closely that of the regular English stream. Resource materials are also available in French.

10. **When will my child be bilingual?**
    Learning a language takes time. The more contact there is, the faster it is learned. Children differ in how long it takes to become fluent in their second language, just as they do in their first language.

11. **Will my child be "perfectly" bilingual at the end of elementary school?**
    No. Although French language skills improve markedly through elementary school, immersion children remain stronger in English than in French. They continue to perfect their abilities in both languages through secondary school.

    It is important to remember, also, that experiences with French speakers outside of school will be needed to round out the

academic and somewhat formal language
learned in the classroom.

CHAPTER 10 - Other Important Issues

10.1 SPECIAL NEEDS CHILDREN IN IMMERSION

In every primary classroom there are children who have special needs. These children may be physically or mentally handicapped, learning disabled, language impaired, high or low achievers or gifted; they may have behaviourial or emotional problems or other exceptionalities.

These exceptionalities must be identified *as early as possible* and appropriate programming must be devised and realized. Help in determining special needs and establishing suitable programs is available from the school, school board, and departmental personnel, as well as from public health nurses, doctors, parents and so on. There are also several documents available from the Department of Education as reference material. These include: *Special Education Policy Manual* (1987), *Reading and Writing Difficulties: An Educator's Handbook* (1988), and *Primary Curriculum Handbook: Children Learning* (1990). All primary teachers and school personnel should be thoroughly familiar with these documents.

Since the topic of special needs children in general is addressed in these references, this guide will concern itself specifically with special needs children in French immersion. Firstly, it is necessary to state that research findings conflict and that researchers in the field of bilingual education do not agree on any particular theory or conclusions regarding special needs children. Studies are on-going. Therefore, educators involved with French immersion programs are strongly encouraged to keep up-to-date with the latest research. The following pages serve simply to highlight particular research findings and to offer some "food for thought."

There appears to be a misconception that students having learning disabilities or low academic ability and children for whom French would be a third language should not be enrolled in early French immersion programs. Research suggests, however, that these assumptions have little foundation (Orpwood, 1980; Edwards and Casserly, 1973; Cummins, 1979, 1980, 1981; Bruck, 1981). It would appear that academic achievement is a function of underlying cognitive abilities and not necessarily related to the language of instruction. One can assume that learning disabled children probably have no more difficulty with a bilingual situation than they do with a unilingual situation (Wiss, 1986) and that children with low academic ability will achieve as much in one language as in the other. Studies have shown that French immersion programs do not appear to cause or contribute to children's academic problems (Genesee, 1987), and are an effective form of second language education for students with diverse learner characteristics.

Wiss (1986) suggests that early immersion is probably the only chance that learning disabled children have to acquire adequate bilingual *oral* skills. She also suggests, however, that children with *certain* oral language disorders or severe developmental delays are perhaps not best accommodated in French immersion programs.

Bruck (1978, 1980) strongly recommends

that learning disabled children remain in the immersion program and receive appropriate remedial assistance. Research seems to suggest that where possible, remediation should be provided in the French language; however, Wiss (1988) maintains that, where this is not possible, remediation in English can be beneficial to these children.

One of the most common problems facing French immersion teachers, principals and parents is the question of transfer. "Should this child transfer to the English stream class ?" There is no easy clear-cut answer to this question. Many factors need to be considered and discussed and then each case must be dealt with individually.

Genesee (1987) states that "transferring students who are experiencing difficulty in immersion out of the program should not be expected to result in quick remediation of the students' problems. To the contrary, as the available evidence suggests, unless special measures are taken to address these students' enduring problems they may continue to experience difficulty even in an all-English classroom." (p. 98)

Due to the fact that not all learning problems or difficulties are attributable to learning disabilities per se, it is essential that special needs children be properly assessed by the appropriate specialists. Among the factors to be considered are the following:

- What is the child's academic potential?
- What is the child's current level of academic achievement?
- Are there behaviourial, emotional or family variables affecting achievement?
- Are there any specific learning disabilities?
- Can the child be helped at home?
- Is the present placement and program appropriate for the child?
- Are the child's first-language skills well developed?

Upon consideration of these questions, personnel involved should be able to determine the most appropriate course of action. Ultimately, the decision lies with the parents.

Regardless of a child's ability or special need, it is the teacher's responsibility to provide that child with a full, well-rounded, positive and joyful school experience.

10.2 TEACHING IN MULTIGRADE CLASSROOMS

With declining enrollments, teaching in multigrade classrooms is becoming a reality in more and more schools. A close look at the organization of multigrade classes indicates that there are significant differences in grade groupings from school to school. Grade groupings in a school also tend to change from year to year. One advantage of multigrade classes is that they tend to have smaller enrollments than single-grade classes.

Although there exists little if any research on multigrade classes in French immersion, a number of generalizations can be made from the general research on multigrading. Combined classes can provide greater flexibility in classroom organization, more individualized instruction, greater opportunities to group children according to interest, needs or ability rather than by grade-level, and the means to establish cross-age tutoring or coaching.

While the teacher of a multigrade class must be familiar with the curriculum of the grades for which s/he is responsible, operating entirely as separate grades is not suggested. In language arts and mathematics, the teacher

must individualize as much as possible, teaching to needs and skills, and grouping whenever possible and practical. Integration of other subject areas is recommended while still respecting the overall curriculum objectives as described in Department of Education subject area curriculum guides.

A number of adaptations and modifications must be made in order to make the multigrade class a stimulating and non-frustrating learning environment. The following suggestions may prove valuable in the establishment of multigrade classes.

a) **Grouping.** In a multigrade classroom, grouping is strongly recommended. Grouping would not only be organized by grade-level but also by needs, interests and learning objectives. A number of types of grouping are therefore possible in a multigrade class:
   - whole-class groupings
   - homogenous groupings, based on grade, level of ability or interest
   - heterogeneous groupings
   - individual groupings

b) **Organization of the classroom.** If grouping is to be used in the multigrade classroom, then the classroom must be organized to facilitate this type of approach. Clusters of seating must be arranged, various "corners" set up and a wide variety of materials placed at the disposal of the students. The seating arrangements must be flexible, so that one level of student is not isolated from the other. Children should be encouraged to "mingle" and move around the room.

c) **Discipline.** Group work also requires a certain degree of self-discipline on the part of the students. If students are to function well in a grouping situation where they must talk, discuss, exchange materials, move around and work together, then a certain type of learning environment must be established. An environment which promotes learning does not just happen; it must be planned for, by both the teacher and the students. Establishing routines and rules early in the school year, and adapting them as required, can help in this regard.

d) **Strategies and Techniques.** A variety of learning and teaching strategies and techniques must be used if the multigrading situation is to function well for the teacher and the students. The following suggestions may provide some useful ideas:

(i) ***Same subject teaching.*** In a multigrade class, it is extremely difficult to teach every subject separately to each grade. Some subjects require that the grade levels be separated, however there may be other subjects or even some activities which can be done by both grade levels simultaneously. In other cases, the concepts covered with both groups will be largely the same, but the follow-up activities and response activities will differ. For example, creative or journal writing, free reading and oral language activities can often be undertaken with both groups together, as can role-playing or drama activities.

(ii) ***Concept teaching.*** In the teaching of basic concepts, both grade levels can sometimes be grouped together for certain parts of a lesson. Hands-on type activities, for example, in a mathematics lesson can often be done with all students, with the groups being subsequently divided for further activities or development.

(iii) ***One class, two grades.*** Establishing a sense of "one class, but two grades" will help promote a sense of unity. Given that many aspects of class activities are applicable to all and undertaken as a "class", this type of attitude is extremely beneficial. Class spirit and solidarity will go far in influencing the students' attitudes towards school and towards learning in general. Routines, rituals, group sharing time, and class rules can all contribute to the feeling of class or community.

(iv) ***Thematic approach.*** Use of a thematic approach allows all students to be involved in the same types of oral and written language activities, while permitting a large degree of individualization. Units of work based on a seasonal or other interesting themes can permit both levels to explore the same or similar topic, with individual children working on activities which meet their own particular needs.

(v) ***Project work.*** In project work, all students can be involved, but the expectations will vary from one grade level to the next, from one child to the next.

(vi) ***Pairing.*** The pairing of a student from one grade level with a student from the same or the other grade level for a certain project or activity can be beneficial to both. An activity such as writing and illustrating a story could be accomplished by mixed pairs, while other pairings could promote cooperation and mutual support.

(vii) ***Learning centres.*** The establishment of learning centres is indispensable in the multigrade class, in that they promote and facilitate independent learning. The activities prepared for these centres must be interesting and motivating for the students and must be pedagogically sound. Time spent in learning centre activities provides the teacher with the opportunity for small group work, for conferences or for observation.

(viii) ***Consulting skills/Peer helpers.*** Given that the teacher in a multigrade situation is an extremely busy person, it is advisable to set up a system of "aids", and to assist students in developing skills which will enable them to help themselves. Students can be encouraged to develop dictionary skills, to become familiar with reference grammars and to depend on sources of information other than the teacher. Peer helpers within and between grades can also facilitate this process.

Multigrade classrooms in French immersion are not widespread here in this province, but in situations where declining enrollments are acute or where there are either insufficient numbers of students or an overflow of students at a particular grade level, multi-grading may be a realistic solution.

Each multigrade situation is different and requires a different approach or organization. The program coordinator, school principal, and teacher need to examine the particular situation carefully and develop cooperatively a plan which will address the needs of the students and the school.

Parents need to be informed of any move to a multigrade situation and also afforded the opportunity throughout the year to ask questions, voice concerns or clarify their

conceptions. Where feasible, parents could be invited into the classroom to observe or to help.

Working in a multigrade class is a uniquely demanding undertaking for both the teacher and the students. By developing a flexible classroom, and using a variety of organizational and pedagogical techniques, the experience can be a gratifying and memorable one.

10.3 TRANSITION FROM KINDERGARTEN TO GRADE ONE

Year beginning is hectic at any grade level, but most especially in Grade One. Children entering Grade One from Kindergarten have some major adjustments to make. First of all, most Kindergarten classes are divided into two small groups of children who attend school either in the morning or the afternoon. However, in Grade One both groups are combined to form one large class. There are twice as many children to get to know and learn to socialize with. Secondly, children have to get used to being in school **all** day as opposed to half a day. Thirdly, Grade One often has a more structured program than Kindergarten, with perhaps less free-play time than the children are used to. Therefore, the transition from Kindergarten to Grade One can appear somewhat disconcerting, frustrating, tiring and scary at times for a five-year-old child.

Classroom visits between Kindergarten and Grade One can "ease the pain" of adjusting to the rigors of Grade One.

Classroom Visits.

The teachers involved meet and plan monthly visits. Most of the visits take place in the Grade One classrooms so that the Kindergarten children may become familiar with their locations. This also permits the Kindergarten children to meet the teacher they will most likely have the following year as well as to take part in certain "Grade One" activities. However, it is not to be forgotten that it is still a special treat for the Grade Ones to go back to their old classrooms to present a play, a book or a song for their former teachers. These visits can be arranged around a special event or based on a particular theme and need not last very long. Gradually, as the children mature and their attention spans develop to extend over a longer period of time, so can the duration of the visit.

When to get started .....

With some classes, teachers may want to begin as early as October on the days of Hallowe'en parties. Just a parade through each other's classrooms to show off Hallowe'en costumes and maybe sing a song about Hallowe'en would suffice for the first visit.

If teachers do not feel comfortable starting visits as early as October, December is also a good time to initiate the visits. The various activities that can be planned around the celebration of Christmas might include a visit from the Kindergarten students. They could be invited to the Grade One Christmas party long enough to take part in a game, sing a song, watch a video or even share a special snack with the Grade Ones.

Other visits throughout the year might include:

January

Plan a "Snowman Day."
Kindergarten children come to make snowflake snowmen with the Grade Ones. They may take these snowmen back to their classroom for the winter decorations.

February

Have a "Friendship Day."
Kindergartens come and work with a Grade One partner to make a special drawing, card or valentine for their best friends.

March

Organize a "Green Day."
Children wear something green or bring a green toy to talk about or a green treat to share with everyone.

April

Go on an Easter Egg Hunt in the Grade One classroom.
Present an Easter play or song.
Either the Grade Ones could present a play for the Kindergartens, or the Kindergartens could sing for the Grade Ones.

May

Plan an art activity on "Springtime."
All children work together to make a spring collage or separately to make Mother's Day cards.

June

The Kindergartens may want to present to the Grade Ones whatever they have planned for Kindergarten graduation.
End-of-year-picnic: The two classes may plan an outing together.

As mentioned earlier, going through the transition period from Kindergarten to Grade One can be upsetting to some children. It is hoped that these suggestions will give teachers some ideas as to how to help students cope with this difficult stage.

If a Kindergarten child knows before the end of June of the Kindergarten year who his/her Grade One teacher is going to be, where the classroom is situated and has a general idea of what procedures to expect in Grade One, the month of September in Grade One will be much less troublesome for both the student and the teacher concerned.

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APPENDIX A

Student/Teacher Learning Styles

Student Learning Style	Teacher Learning Style: Auditive	Visual	Tactile	Kinesthetic
Auditive	Excellent combination! - tapes - records - conferences The two styles go together beautifully!	Use visual support; however, allow students to verbalize.	Give instructions orally for cutting and gluing activities.	Speak to children as they move around the classroom. Students need auditory practice
Visual	Teacher is at ease in discussion; however, use of visual support is necessary for the student - films, pictures, etc.	Excellent combination! Both teacher and students enjoy using visual supports.	For tactile activities, (manipulation, art, etc.) write the instructions on the blackboard.	Use graphs, maps, pictures, etc.
Tactile	Class discussions need to include a tactile activity such as cutting and gluing pictures, etc.; children like to make things and use their hands.	Allow students to use their hands to make objects related to the subject.	Excellent combination! Both teacher and student like tactile activities; use jigsaw puzzles, games, manipulatives.	Having completed a physical activity, give students a related tactile activity to do.
Kinesthetic	Explain concept verbally and then allow students to move - i.e., mimes, drama, theatre, etc.	The teacher likes colour. The students like games. Combine the two.	Tactile and Kinesthetic activities are easily combined. - recipes - art	Excellent combination! Both teachers and students enjoy outings, playing with manipulatives, dancing, physical activity.

APPENDIX B

List of Supplementary Learning Centres

The following list proposes a variety of fun and enjoyable ideas for student activities in centres. However, all activities offered by the teacher should be related to objectives of the curriculum, be it socialization, motor development, oral French practice, mathematics or science experiments.

As a rule the "centre d'écoute" and the "centre de lecture libre" are set up on a permanent basis.

a) **Le Centre d'écoute** - magnétophone, écouteurs (minimum 6), micro (si possible), cassettes et livres et cassettes vierges.

b) **Le Centre de mathématiques** - boutons, bouchons, jetons de bingo, blocs, bâtons, perles et fil, noisettes, cailloux, jeux de mathématiques, formes géométriques, pâte à modeler, appareils à mesurer, ficelle, ruban à mesurer, roulette à mesurer, règle, bâtons, récipients de différentes grandeurs, cuillères, tasses à mesurer, balances, sable, céréales, sel, jouets, camions, voitures, blocs de grandeurs différentes, argent (vrai ou faux), caisse, boîte de recettes, conserves avec un prix indiqué dessus, horloge (une vraie ou un jouet), sablier, calendrier, tuiles, blocs, papier découpé, papier carré, planche à chevilles et chevilles pour faire des formes, compter ou faire de la géométrie, crayons, papier graphique, étiquettes gommées.

c) **Le Centre de sciences** - aquarium, terranium, fourmilière, souris blanches, poussins, cobayes, lapin, oiseau, nids, pierres, graines, cônes de pin, aimants, thermomètre, prismes, kaleidoscope, horloge, roues, cadenas, batterie, ampoule de lampe de poche, loupe, livres, papier et crayons.

- un baquet, des seaux etc.
- un bac à sable etc.
- une boîte du toucher, une boîte de l'odorat, de l'ouïe

d) **Le Centre d'écriture** - papier, livres de mots, dictionnaires (en images, faits par la classe) affiches thématiques, brocheuse, ciseaux, ruban adhésif, timbres, crayons et crayons feutre, livres, feuilles etc.

e) **Le Centre de lecture libre** - bibliothèque de classe, coussins, tapis, grands livres, livres écrits par les élèves ou par la classe, bandes-dessinées, magazines, catalogues.

f) **Le Centre d'art** - craies, crayons de pastel, feutres, crayons de bois, peinture, pinceaux, éponges, carton, timbres, papier.

g) **Le Centre de bricolage** - découpage et collage - modelage - collage de bois - carton - boîtes, tubes.

h) **Le Centre de couture** - tissu, chaussettes, mitaines, fil, aiguilles, boutons, plumes, perles, paillettes, cartes de couture, laine.

i) **Le Centre de théâtre** - marionnettes, costumes, chapeaux, écharpes, souliers adultes, bijoux de pacotille, perruques.

Toutes sortes de matériel peuvent être à

l'origine d'un "Centre": le tableau de la classe, un tableau de feutre, des jeux divers (échecs, dames, scrabble, bingo, monopoly, casse-tête, etc).

APPENDIX C

Theme Development

Theme Development

The theme "Moi" is presented here in booklet form. Teachers may wish to use it as is or adapt it according to class level and interest.

The three themes, "Ma Famille" (1^{e} année), "L'école" (2^{e} année) and "Ma Communauté" (3^{e} année), have also been webbed out to illustrate how language skills and subject content can be integrated.

MOI

par _____

C'est moi!

Mon quartier

Je suis membre d'un quartier. Les habitants d'un quartier sont les voisins. Pour aider mes voisins et rendre ma communauté une bonne place où demeurer, je

Un graphique

Nom de l'élève

Ma famille

Ma maison

J'habite _____

Mon numéro de téléphone est _____

Voilà un dessin de ma maison:

D'autres rues qui se trouvent dans mon quartier sont

(1) _____

(2) _____

(3) _____

Mes dimensions

Je suis en bonne santé. Pour être en bonne forme je:

- _____
- _____
- _____

Voici mes dimensions:

1. grandeur _____cm
2. tour de tête _____cm
3. tour de poitrine _____cm
4. tour de taille _____cm

Je pèse _____kg

ARTS LANGAGIERS

Make a little booklet describing your family. Use photographs, catalogues or draw pictures.

☐ *Je m'appelle Susan Jacobs.*

☐ *Voici mon père. Il est mécanicien.*

☐ *Ma mère s'appelle*

Louise. Elle travaille chez Sears.

RELIGION

How do you help your family? What does your family do for you? Who do you talk to when you're feeling sad or lonely, happy or excited?

Ma Famille
(1e année)

SCIENCES HUMAINES

Each member of a family plays an important part. Make a list of chores.

- *Maman fait la cuisine.*
- *Je mets la table.*
- *Papa lave la vaisselle.*

Draw your house.

SANTE

Make a collective list of all the activities families do together in order to be healthy.

- walk in the park.
- go to family swim.
- sit at the kitchen table and chat about what happened at school.

MATHEMATIQUES

Make up problems:

a) There are four people in my family. Dad goes to work. How many people stay home? (4 - 1 =3)

b) I have a mother, a father and a brother. How many people are in my family? Mother + father + brother + me = 1 + 1 + 1 + 1 = 4.

ARTS PLASTIQUES

Using photographs, catalogue cut outs or pictures, make a mobile of your family.

SCIENCES

Growth: How do we grow? Look at different sizes and types of shoes for example. Identify which shoes belong to which member of the family and why.

ARTS LANGAGIERS

Write a paragraph describing your school? What is it called? Where is it located? Who is principal? Vice-principal? Secretary? Music teacher? Physical Education teacher? How many people are in your class? Write and perform a puppet play - "A New Friend."

RELIGION

Discussion: What is my role in making school a fun place to be? How can I help others in my class? Make friends? Help the teacher?

SCIENCES HUMAINES

Why am I an important member of my school community?

What can I do to help improve my school?

Make a map of the classroom, of the school.

MATHEMATIQUES

Conduct a survey to determine how many students are enrolled in each class. Graph the data.

L'école
(2e année)

SANTE

Make a list and discuss rules of the classroom, of the school, safety rules, etc.

ARTS PLASTIQUES

Make a model of your school.

Inside a shoebox, model your classroom.

Dress an apple: Ask children to bring an apple to school. Have them dress it up using fabric pipe cleaners, wool, toothpicks, etc.

SCIENCES

Measure and graph your height and weight on the first day of school. Keep the graph for comparison at designated periods throughout the year.

ARTS LANGAGIERS

Write a paragraph describing yourself. What do you look like? How old are you? What do you like to do?

RELIGION

Discussion: How can you help improve your community? Why do we have laws?

SCIENCES HUMAINES

What role do you play in your neighbourhood? What is the role of others? Policeman? Fireman?

What kind of things do you do to be a good neighbour?

Make a map of your neighbourhood.

MATHEMATIQUES

Conduct a survey to determine what professions and jobs exist amongst the parents of classmates. Graph the results.

Ma communauté
(3e année)

ARTS PLASTIQUES

Draw a picture of your favourite place in your community. Model your community out of clay. Make a collage of community workers.

SANTE

What can you do in your neighbourhood to keep healthy? What recreational facilities are available?

SCIENCES

Discussion: How you can help the environment in your community? (no littering, don't vandalize, don't carve your name in trees, etc.).

Discuss the interdependence evident in a community. Explore the web in life.

APPENDIX D

Planning Sheets

Planification annuelle

	septembre	octobre	novembre	décembre	janvier	février	mars	avril	mai	juin
Maths *	number concepts cardinal problem solving	number concepts operation problem solving	number concepts cardinal ordinal problem solving	geometric concepts solid plane problem solving	number concepts operation problem solving	number concepts numeration problem solving	measure-ment and graphing problem solving	number concepts numeration problem solving	number concepts operation problem solving	number concepts revision problem solving
Français										
Sciences										
Sciences Humaine										
Santé										
Religion										
Arts										

*** Objectives taken from Primary Mathematics Curriculum Guide, 1988**

Planification annuelle

	septembre	octobre	novembre	décembre	janvier	février	mars	avril	mai	juin
Français										
Maths										
Sciences										
Sciences Humaines										
Santé										
Religion										
Arts										

APPENDIX E

Cultural Component for the Primary Grades

This cultural component is divided into four major topics. These include the official flags representing Francophone communities, recipes, games and songs/dances. These represent aspects of French Canadian culture which are highly visible and psychomotor in nature and demand, therefore, a healthy level of active participation on the part of children in the learning process. The inclusion of these cultural aspects as an integral part of a well-rounded and successful French immersion program has already been discussed. Remember, culture is first lived, then learned.

As well as the overall objectives for the component, a number of suggested resource materials have been included. This list is by no means exhaustive or restrictive in nature and teachers are encouraged to seek out and incorporate new cultural materials wherever and whenever possible. The philosophy behind the teaching of culture in the French immersion program demands, however, that at least a minimal amount of cultural materials be made available in all schools where French immersion is offered.

1. Objectives

a) Children will be introduced to Francophone communities in the Province of Newfoundland and Labrador, as well as throughout the rest of Canada.
b) Children will come to appreciate the official bicultural nature of Canada.
c) Children will come to value their own cultural heritage through comparison with the French Canadian cultural heritage.
d) Children's communication skills in the French language will be enhanced through an exposure to certain aspects of French Canadian culture.

2. Flags of Francophone Communities

As an introductory activity to French Canadian culture, this component offers drawings and related information of flags representing the various francophone communities in Canada.

A gradual introduction of new communities throughout the primary grades allows children to become aware of the geographical magnitude of *la Francophonie*, as well as to develop map skills essential to other areas of the curriculum.

The Grade I teacher may wish to begin by introducing the Newfoundland, Acadian (Nova Scotia, New Brunswick and Prince Edward Island) and Québec flags. The remaining flags would then be introduced throughout Grades II and III. Each time a flag is introduced, it should be situated on a wall map of Canada in an effort to help children improve their map skills as well as to provide a global knowledge of *la francophonie* in Canada by the end of the primary cycle.

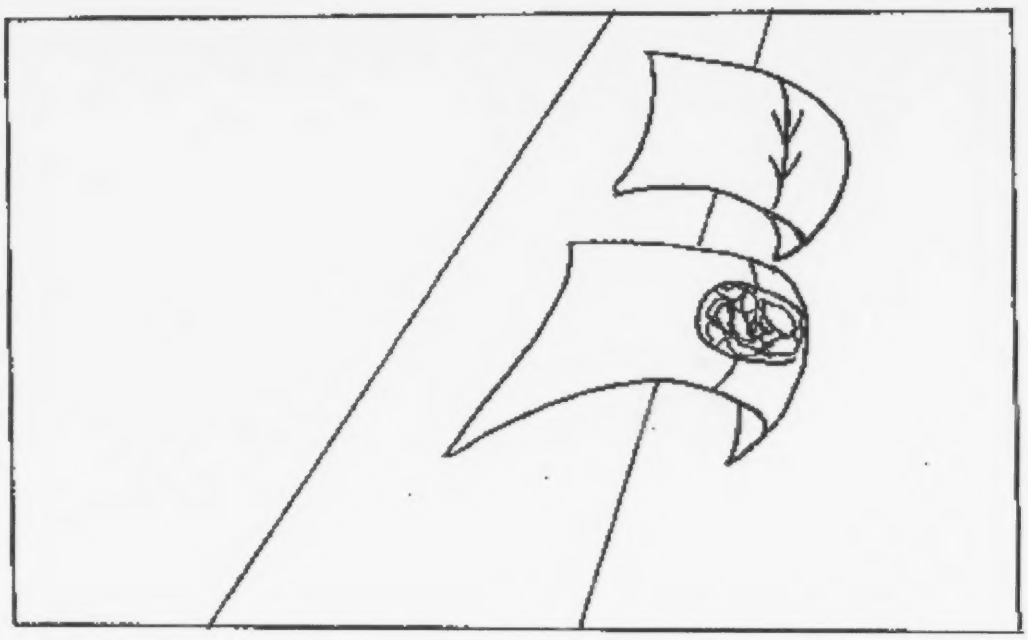
In addition to the map skills already mentioned, oral development and writing skills can also be effectively incorporated into this activity. Teachers can initiate discussion through printed material or through slides or pictures. Individual experiences of children who have visited these regions are also an excellent spring board for group discussion. The scope and

difficulty of such discussions should be guided by the children's interest and ability level. Where children are deemed ready, information on population, industries, lifestyle and history can be introduced to enhance the discussion.

Having discussed aspects of the various target communities and their location in Canada, children should be well prepared to engage in a host of writing activities. These activities may range from simply coloring flags and composing a one-sentence description of the communities at the Grade one level, to more extensive research projects and presentations in Grade Three.

It is strongly suggested that a "pen pal" or "tape pal" system be established with one or more of the target communities. This type of exchange provides the opportunity for authentic interaction with French Canadian culture. Once again, French coordinators should be able to assist in establishing initial contact with the desired school.

Le drapeau des Franco-Terreneuviens

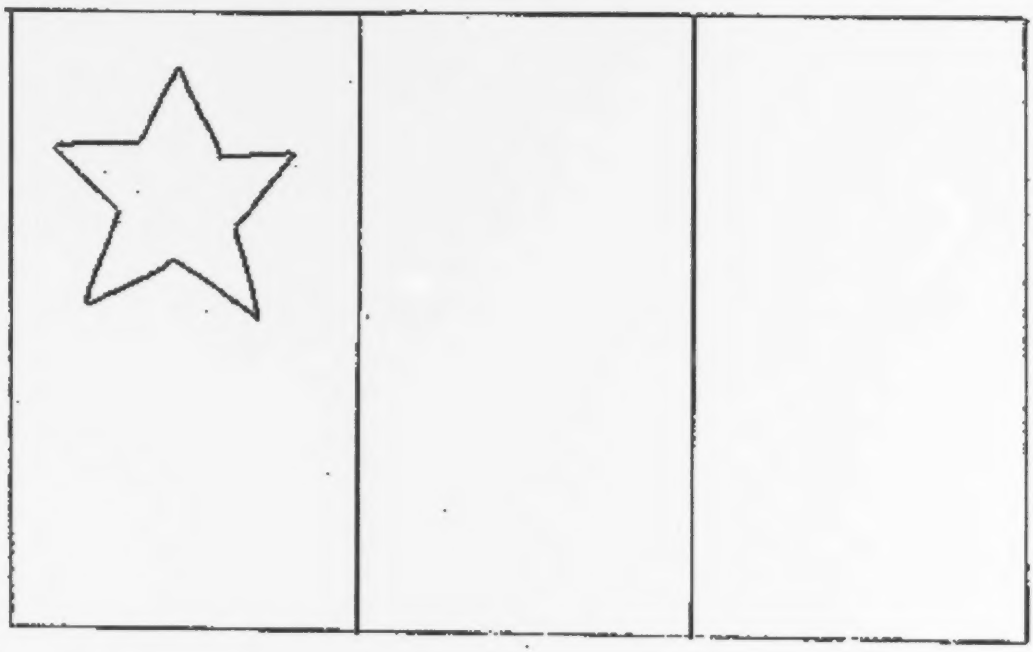


Le drapeau franco-terreneuvien a été adopté officiellement lors de l'assemblée générale annuelle de la Fédération des francophones de Terre-Neuve et du Labrador le 5 octobre 1986.

C'est le symbole de la fierté et du dynamisme des francophones de Terre-Neuve et du Labrador. Les couleurs bleu, blanc et rouge représentent leurs origines françaises. Les deux voiles rappellent la première venue de leurs ancêtres communs. Leur gonflement et les lignes obliques suggèrent l'action: toujours de l'avant. Le jaune des deux voiles est la couleur de l'Acadie et celle utilisée par leurs ancêtres pour colorier leur fleur de lys. La haute voile est décorée d'une branche de tamarack, l'emblème du Labrador, et la grande d'une sarracénie, symbole de la province.

Population: 2,670

Le drapeau des Acadiens

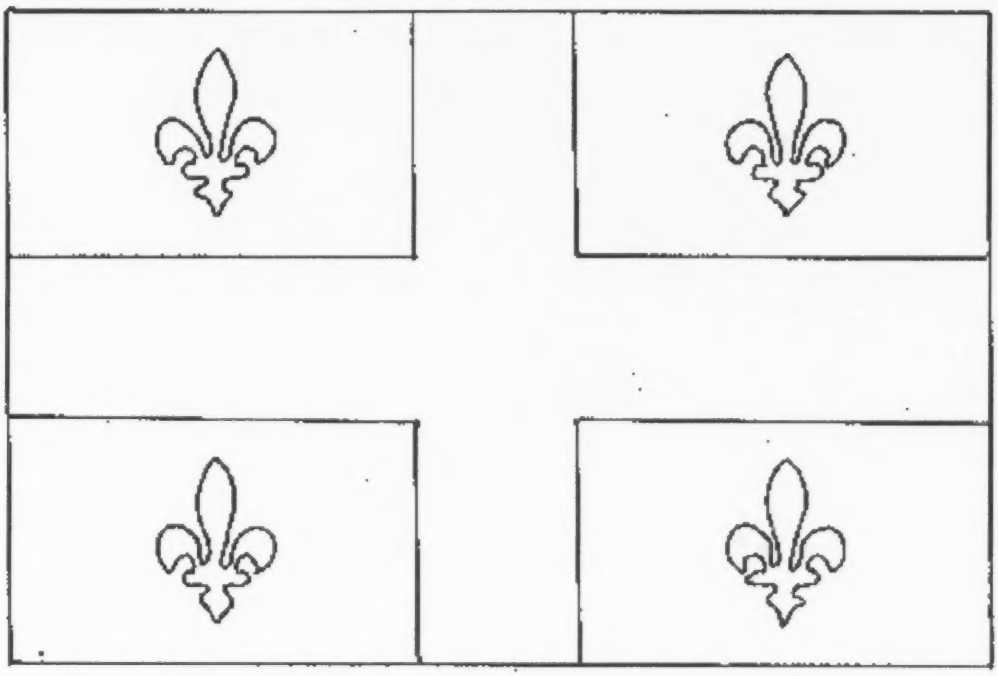


Le plus vieil emblème d'une communauté francophone en Amérique, le drapeau des Acadiens a été officiellement adopté le 15 août 1884 lors de leur deuxième Convention nationale, tenue à Miscouche, Ile-du-Prince Édouard.

Les Acadiens ont adopté les trois couleurs du drapeau français afin de démontrer qu'ils n'oubliaient pas de quel pays étaient venus leurs ancêtres. Dans le champ bleu, ils ont ajouté la «Stella Maris», l'étoile de Marie, pour rappeler Notre-Dame de l'Assomption, patronne et guide des Acadiens. L'étoile porte les couleurs papales et montre l'attachement des Acadiens à l'Église catholique.

Population: Nouvelle-Écosse 35,810
Nouveau-Brunswick 237,570
Ile-du-Prince-Édouard 6,505

Le drapeau du Québec



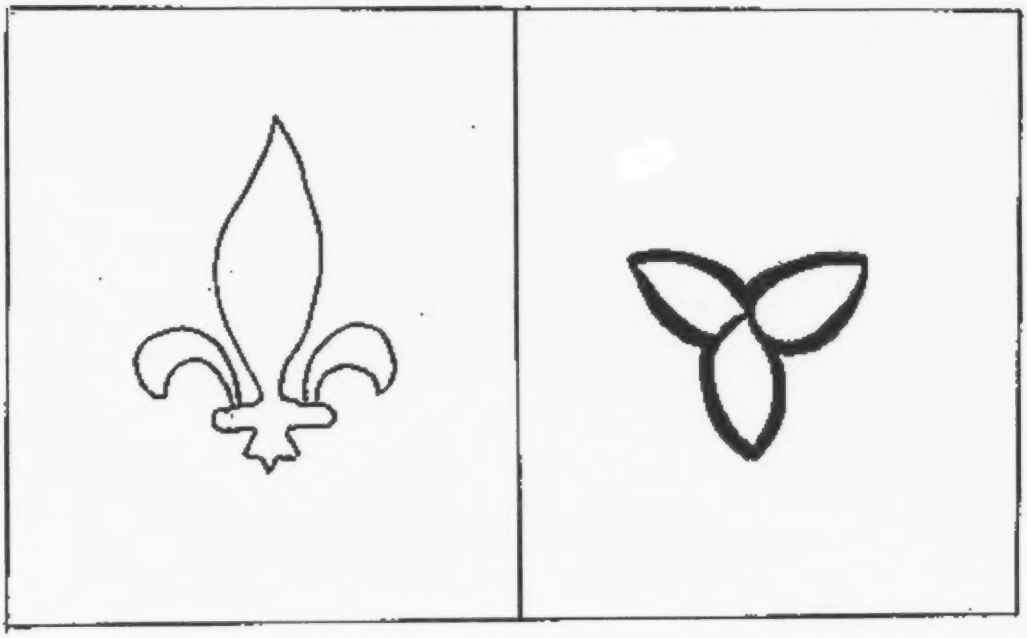
Le Conseil des ministres a adopté le fleurdelisé comme drapeau du Québec le 21 janvier 1948.

La croix blanche sur fond bleu rappelle le pavillon qui flottait sur le navire de Champlain lors de la fondation de Québec en 1608.

Les fleurs de lys, qu'on retrouvait sur la bannière de Carillon, symbolisent la France et elles évoquent la présence en Amérique d'un peuple d'origine, de langue et de culture françaises.

Population: 5,316, 935

Le drapeau des Franco-Ontariens

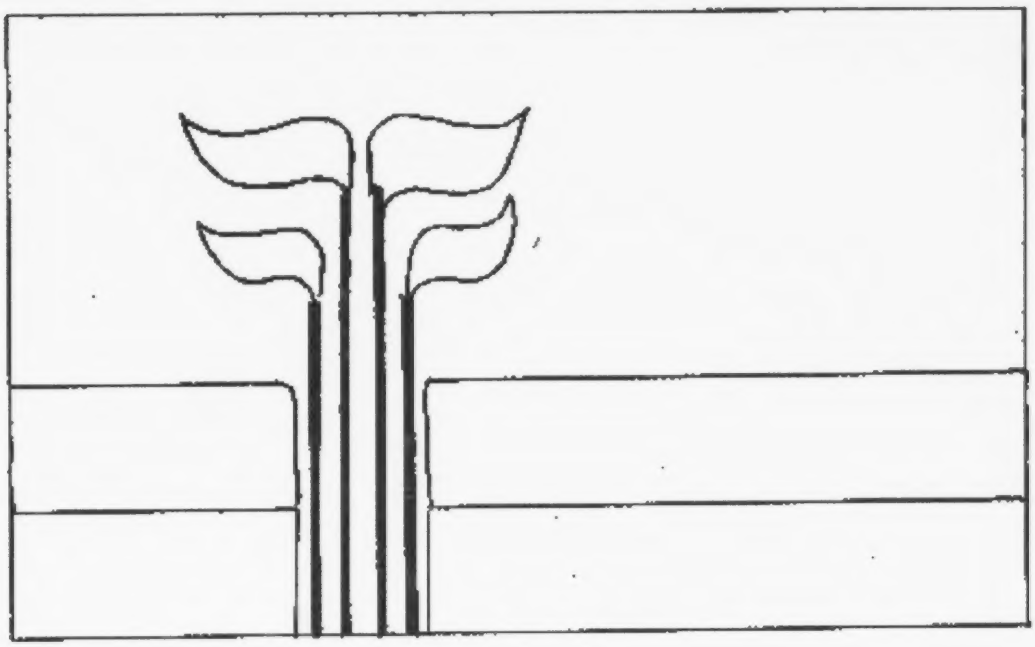


Le drapeau des Franco-Ontariens (ou des Ontarois) a été déployé officiellement à Sudbury, le 25 septembre 1975.

Le vert du drapeau est celui des étés de l'Ontario et le blanc, celui de ses hivers. La combinaison du vert et du blanc symbolise aussi l'espoir qu'ont les Ontarois de grandir, d'évoluer et d'obtenir ce qu'ils réclament dans la paix et la sérénité. La fleur de lys traduit l'appartenance des Ontarois à la francophonie alors que la fleur de trille les identifie comme des Ontariens à part entière.

Population: 484,265

Le drapeau des Franco-Manitobains

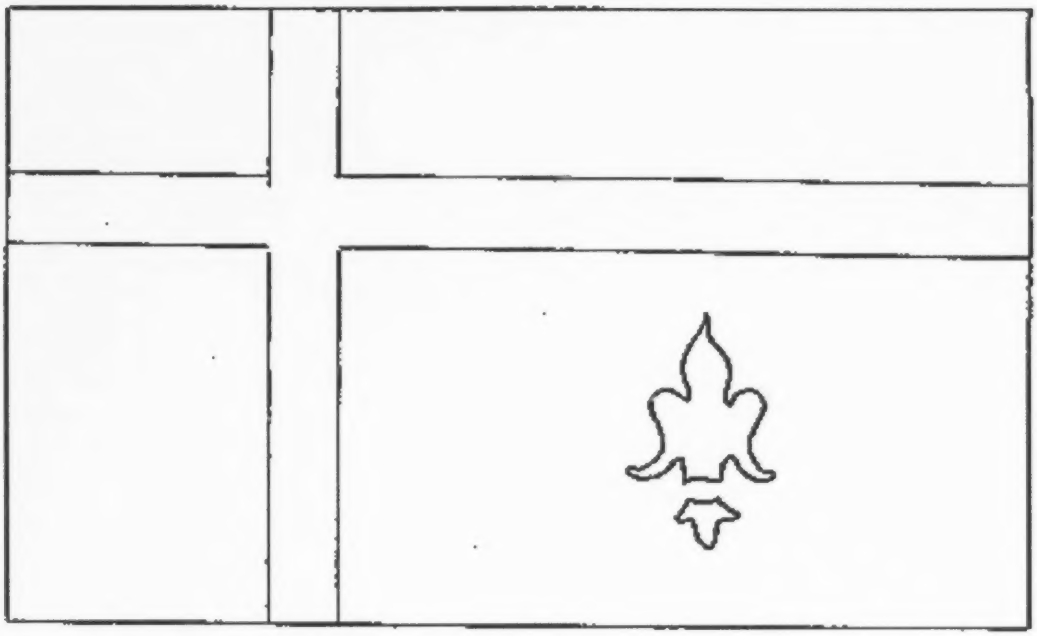


Le drapeau des Franco-Manitobains a été lancé le 17 février 1980, lors du Festival des Voyageurs, à Saint-Boniface. Le Conseil Jeunesse provincial en était l'instigateur et son choix s'est fait à partir d'un concours public.

La Rivière Rouge y est illustrée par la bance du bas, en rouge; la seconde, en jaune, y représente le blé manitobain. La feuillée et ses racines profondes, en vert, forment un «F» majuscule stylisé signifiant francophone.

Population: 51,775

Le drapeau des Fransaskois

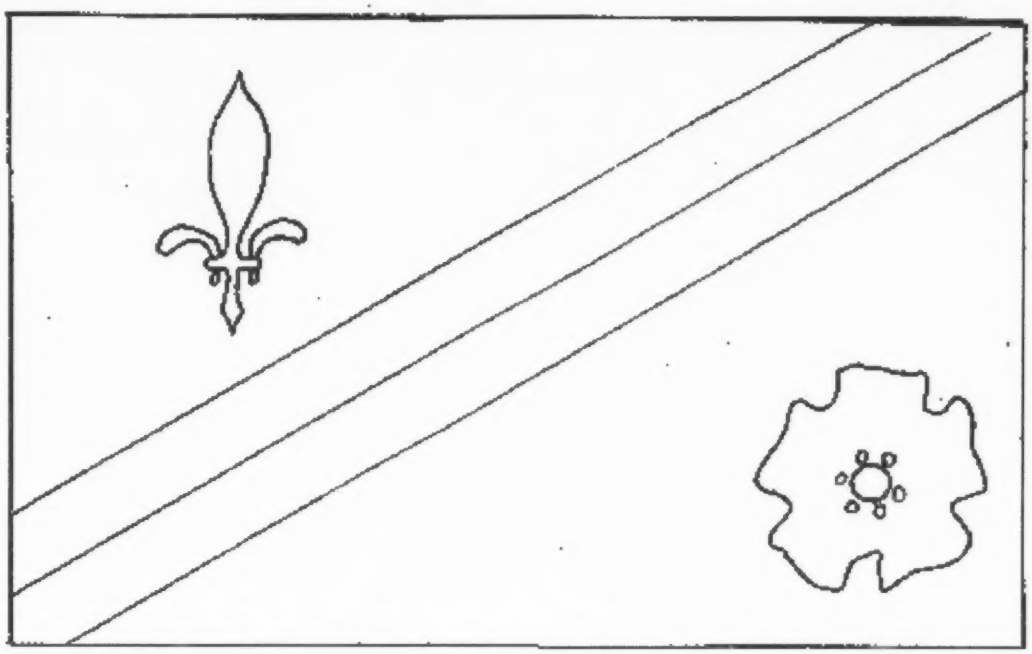


Le drapeau des Fransaskois a été adopté à Prince-Albert, en mai 1979, à l'occasion du "Super fransaskois show". Le concours public et la sélection qui ont mené à son choix étaient une initiative de l'Association Jeunesse fransaskoise.

Croix verte et fleur de lys rouge sur fond jaune, ses couleurs sont celles de la Saskatchewan. Elles évoquent les champs de blé et les forêts de pins; le rouge, couleur du coeur, représente les francophones de la Saskatchewan. Le travail des missionnaires a été à l'origine de la plupart des centres francophones de la province. Il trouve son symbole dans la croix. La fleur de lys rappelle la francophonie, elle ornait le drapeau de la Vérendrye, premier explorateur français de l'Ouest.

Population: 23, 720

Le drapeau des Franco-Albertains

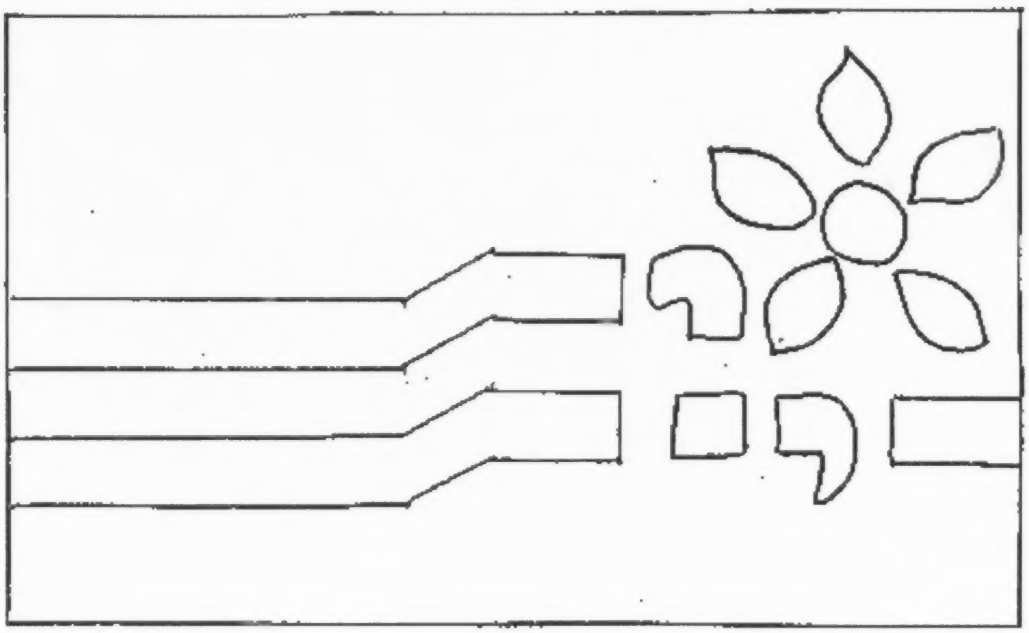


Choisi lors d'un concours organisé par Francophonie Jeunesse de l'Alberta de concert avec l'Association canadienne-française de l'Alberta, le drapeau des Franco-Albertains a été dévoilé en mars 1982, pendant les assises de Rond Point.

La fleur de lys symbolise la France; elle repose sur un fond bleu, couleur de l'Alberta. La fleur de cette province, celle du cornouiller, se découpe, elle, sur un fond blanc, couleur de la France au temps des explorations. Les bandes bleue et blanche illustrent les rivières et les routes qu'empruntèrent les découvertes et les colons.

Population: 56,245

Le drapeau des Franco-Colombiens

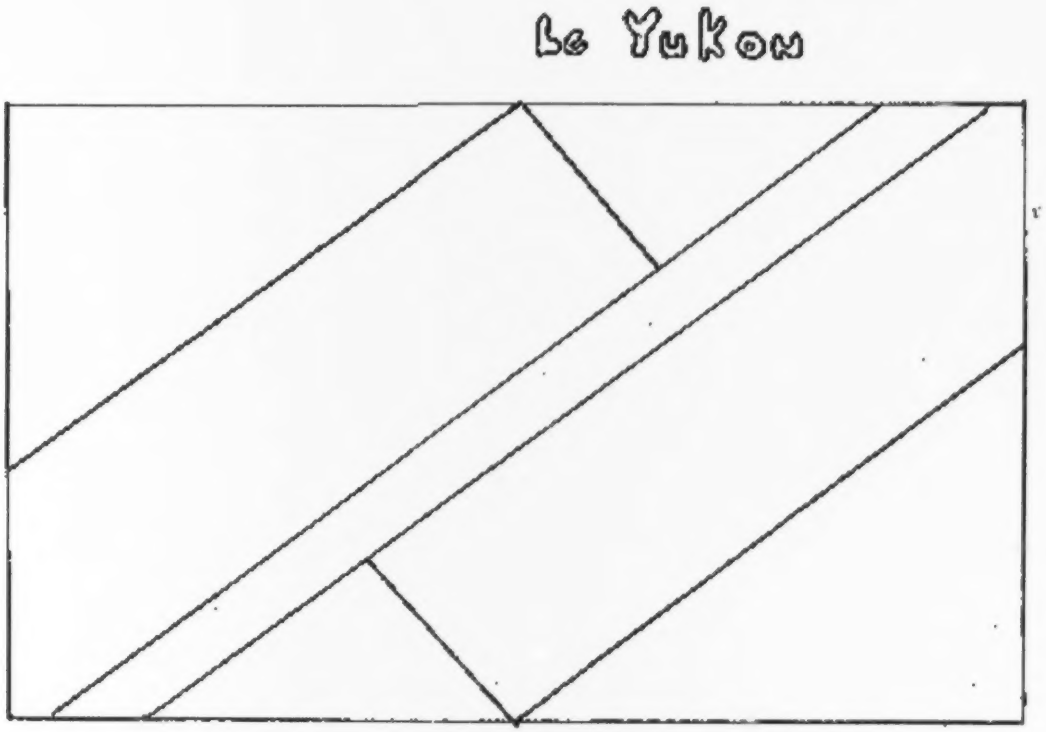


Le drapeau des Franco-Colombiens a été adopté en 1981, à la suite d'un concours public.

Les lignes parallèles se brisant au centre figurent la rencontre du Pacifique et des Rocheuses. La fleur de lys et celle du cornouiller, stylisées et fondues l'une dans l'autre, démontrent l'appartenance des francophones à la Colombie-Britannique. Le cercle jaune au milieu de la fleur symbolise le soleil de la Colombie.

Population: 45,845

Le drapeau du Yukon



Un drapeau fier et riche comme nos racines et notre implication. Un drapeau original dénué de vieux symboles, comme les gens dont il veut parler. Des pics émergeants, sommets à conquérir dans une dualité culturelle plus juste.

Population: 1,000

3. Holidays, Recipes, Games, Songs and Dances

Listed below are a variety of songs, dances, recipes and games which may be used in the classroom to promote a better understanding of French Canadian culture. The recipes cited are widely used in French Canada and can be found in many household recipe books. The songs, games and dances mentioned are also widely known and some suggested resources have been included. The complete biographical information for these resources can be found in Appendix N.

Although not examined to a great extent in this component, it is important that teachers understand the significance of holidays, superstitions, storytelling and traditions (especially related to church and family) to the cultural life of French Canadians. These cultural elements are as much a part of English Canada as they are of French Canada and children really enjoy collecting information at home and bringing it to class for comparison.

Holidays of particular significance are given and should be introduced at some point in the primary cycle. Many of the recipes, games and songs are directly related to these holidays and are most effectively introduced as a complete theme.

Holidays

Une Longue Veillée - August (French Newfoundland)

La Sainte-Catherine - November 25th (Québec)

Le Carnaval - February (Québec)

La Saint-Jean-Baptiste - June 24th (Québec)

La Chandeleur - February 2nd (French Newfoundland)

La Fête des Acadiens - August 15th (Acadia)

Recipes

Children love cooking, especially in school. As well as enhancing cultural awareness, the use of recipes in the classroom also develops reading comprehension skills.

	Suggested Level	Holiday
La tire blanche	Grade I	La Sainte-Catherine
La poutine au pain	Grade II	La Saint-Jean-Baptiste
La tarte au sirop d'érable	Grade III	Le Carnaval
La soupe aux pois	Grade III	Le Carnaval
La tourtière	Grade III	Le Carnaval

Les beignets à la râpure	Grade II	La Fête des Acadiens
La pâte à la râpure	Grade III	La Fête des Acadiens

Suggested resources:

La cuisine Acadienne d'aujourdhui, Le Centre provincial de ressources pédagogiques.

Pistes pédagogiques des fêtes culturelles, Le Centre Franco-Ontarien de ressources pédagogiques.

Games

Game	Suggested Grade Level	Holiday
Bonhomme Carnaval	II/III	La Saint-Jean Baptiste
Pendu (Hangman)	II/III	La Saint-Jean Baptiste
Chapeau de la Sainte-Catherine	I/II	La Sainte-Catherine
La course à la valise	II/III	La Saint-Jean-Baptiste
Le pieds à pieds	II/III	La Saint-Jean-Baptiste

Suggested resource:

Pistes pédagogiques des fêtes culturelles, Le Centre franco-ontarien de ressources pédagogiques.

Songs/Dances

Song/Dance	Suggested Level	Holiday
La Sainte-Catherine (song)	I/II	La Sainte-Catherine
Canon pour la Sainte-Catherine (song)	I/II	La Sainte-Catherine
Vive la Sainte-Catherine (song)	I/II	La Sainte-Catherine

A la claire fontaine (song and dance)	II	La fête des Acadiens
Apprenti Pastouriau (song and dance)	III	La fête des Acadiens

Further suggestions:

Evangéline
Mon père avait un cent moutons
C'était une vieille femme
C'était une bergère
Un Acadien errant
J'entends le moulin
J'ai tant dansé
Marie-Madeleine

Suggested resources:

La Chanson du Pays, La Société Saint-Thomas d'Aquin.

Pistes pédagogiques des fêtes culturelles, Le Centre franco-ontarien de ressources pédagogiques.

Swing la baquèse, Le Centre franco-ontarien de ressources pédagogiques.

Songs of French-Canada, Folkway Records and Service Inc.

4. French Newfoundland

Numerous suggestions for the incorporation of French Canadian culture in the classroom have been given. However, owing to the limited amount of published material on French Newfoundland, this francophone community must be dealt with individually. To this end, some suggestions for classroom activities are given below:

***La Chandeleur* - February 2nd**

As already stated, "La Chandeleur" is a very important holiday in French Newfoundland culture. Although celebrated in English Newfoundland as "Candelmas", the traditions surrounding the holiday in French Newfoundland are a little different.

The celebration of this religious holiday begins at the Roman Catholic church where residents have their throats blessed by the priest. It is believed that this blessing will help prevent sore throats and colds caused by the inclement weather of early spring. The priest places a cross, made of two candles attached with a ribbon, to the throat of each individual and says a special prayer.

The celebration is then carried into the community by "le roi de la Chandeleur." This person, who has been previously selected by the community, passes from house to house with "une goule" or large stick. This is in preparation for the "fête" which will take place in a barn or other large building. "Le roi" solicits food for the "fête" and each family who promises to bring a food item, ties a ribbon to "la goule du roi." Then, at a designated hour all the residents bring the supplies promised and the fun begins. The residents sing, dance and eat well into the night.

Children at all levels of the primary cycle would really enjoy participating in such a

celebration. "Le roi" could be selected from among the children themselves and the actual "fête" could be held in the school gymnasium or a large classroom.

***Jouer à la Toupie* - Game**

As with most small communities in Newfoundland, the French Newfoundland communities have never been very affluent. Therefore, in the not too distant past, commercially made toys were a rarity. To provide leisure enjoyment then, a game needing only sticks of wood was played.

Material: 3 sticks of wood (2 long, 1 short)

Procedure: A small hole is dug in the ground over which the small stick is vertically placed. Player 2 stands immobile at a designated distance as Player 1 flicks the small stick with the longer one in an attempt to reach Player 2 and score a point. If successful, Player 1 may continue. However, if the stick is caught by Player 2, Player 1 loses all his points and play changes hands. If he is not successful in reaching his opponent, the play changes hands.

This game can easily be adapted to the classroom using popsicle sticks rather than larger ones. This would be an interesting game to play during `La Chandeleur" celebration.

Tall Tales

The communities of French Newfoundland are renowned for their "raconteurs" or storytellers. Stories about phantom horses following wood carts, gigantic potatoes being pulled from the ground at harvest time and phantom ships off the coast are often embellished by the "raconteurs" and provide much entertainment at family gatherings.

Children are always fascinated by such stories and would enjoy bringing tales from their own oral tradition into the classroom. One suggestion for a classroom activity would be a "Tall Tale" competition. This would allow children to experience the joy of this tradition as well as to develop their oral presentation skills. This competition could easily become part of "La Chandeleur" celebration.

Other Traditions

La naissance - French Newfoundlanders use the word "naissance" when speaking of their birthday rather than the French "anniversaire" or "fête" which is used in other French Canadian communities.

Pâques - A tradition exists in French Newfoundland whereby the first person to get out of bed on Easter morning goes throughout the house waking other family members by hitting them lightly on the forehead with a small fist. At the same time he says "Poc" (*Pâques*).

Suggested resources:

Folktales from Western Newfoundland, Publications de l'Université de Rouen.

Légendes de l'Amérique Française, Bibliothèque nationale du Québec.

APPENDIX F

Word Games

Word Games

In French immersion, vocabulary development is very important. New vocabulary, however, should not be developed in long boring drill sessions. Since children thrive on play, they should be engaged in creative play that will help to enrich their vocabulary.

Creative play enables children to learn new things without realizing they are learning. Learning becomes effortless and fun. Through word games, learning new vocabulary can be fun and effective.

On the following pages some word games are described. It is hoped that teachers will use these games as a basis for developing their own games. When playing, it is important to choose activities that allow for as many children as possible to participate. It is also important not to repeat the same activity for too long a period or children will become bored and lose interest. Where there is boredom, there is little language learned; where there is fun, children learn.

Included are five examples of vocabulary development games. They are all picture/word association games based on the same 10 pictures/10 words. Each game takes roughly 20 minutes to play.

Game 1 - Introduction to new vocabulary

Materials required:
10 pictures
10 words that match the pictures

Procedure:

(1) The teacher presents the vocabulary in the form of a guessing game.

Je vais décrire les images et vous allez essayer de deviner ce que c'est.

La première est une image de quelque chose que tu peux faire avec la neige. Pour le faire il faut commencer avec une boule de neige. Quand c'est fini, il y a trois boules de neige l'une par-dessus l'autre. Il porte un chapeau noir. Des fois il a une carotte pour son nez.

(2) When the children guess "un bonhomme de neige", the teacher matches the word with the picture. In doing so s/he might mention beginning sounds, the length of the words, that the expression is made up of more than one word, etc.

(3) The teacher moves on to item number 2 and continues until all the words are matched with the correct illustrations and placed together somewhere where they can be seen by all children.

To reinforce the vocabulary just introduced, the teacher may extend this game to quickly ask a child to go get a

particular word and lay it on a table.

e. g. "Georgina, peux-tu aller chercher le mot- *Une boule de neige.*"

The teacher would continue this process until ten children had a turn and all ten words were on the table.

Next, depending on the children's attention span, the teacher may ask ten other children to come one at a time to pick a particular word from the table and re-match it with the correct picture.

Summary:

10 new words/pictures are introduced

Game 2 - Circle-vision

Materials required:

10 pictures
10 words
tape recorder
recorded children's music
a ball, or stuffed toy or block

Procedure:

(1) Have the children sit in a large circle.
(2) Place all the pictures face-down in the middle of the circle.
(3) Place all the words face up in the middle of the circle.
(4) Have the ball, toy or block ready to pass from one child to the next.
(5) Play the music. While the music is playing the children pass the ball around the circle. When the music stops, the child holding the ball has a turn at choosing one of the pictures that are face-down, turning it over, finding the correct word to match the picture and placing them together face-up on the floor.

The game continues until all pictures are matched with the correct words and ten children have had a turn.

Depending on the interest level of the children, the game may continue, this time in reverse. The teacher would place the words face-down and the pictures face-up and proceed as with the first part of this game and ensuring that ten other children have a turn.

Summary:

When the second round is finished the pictures/words are again matched and 20 children will have had a turn doing something. If there still is a child who hasn't had a turn this child may be asked to pick up all the words, or all the pictures and place them where they are supposed to go.

Game 3 - Guessing game

Materials required:

10 pictures
10 words

Procedure:

(1) Distribute all 20 cards (10 words, 10 pictures) to 20 children - one to each child. If there are more than 20 children in the class choose the remaining children for judges and have them come up front on designated "judges" chairs.

(2) Start with any child holding a picture. Ask him/her to come up front and give the rest of the class clues as to what the picture is. The child is encouraged to give his/her clues in French.
Child:"C'est grand, petit, froid, rond ...
C'est fait avec de la neige.
Il a une carotte pour son nez."

(3) The other children who think they know what is being described, raise their hands.

(4) The child describing the picture chooses a child to give an answer.

(5) When the correct word is discovered, whichever child is holding the word "un bonhomme de neige" comes up front with the other child and they place their picture and word together.

(6) The judges are then asked for approval (i.e. If the word actually does match this picture, approval is given).

(7) The two children up front are applauded and may congratulate each other.

(8) The child who was holding the word then chooses another child with a different picture to come up front and start all over again.

This procedure continues until all pictures are matched with the words.

Summary:
Each child has taken part, either by describing his/her picture, guessing what the picture is, placing the word with the picture or judging.

The reverse of this game is also possible whereby the children holding the words go up front and describe their words and those holding illustrations come up and place the picture with the word.

Game 4 - Tic-Tac-Toc

Materials required:
9 words
9 pictures
5 large X's (cut and laminated from construction paper)
5 large O's
1 block to throw on game board.

Procedure:

(1) Place 9 picture cards on the floor like a tic-tac-toe game.

(2) Place word-cards around on either side of the game.

(3) Children are seated in two groups/teams in a semi-circle around the game area.

(4) Provide 5 large X`s for team A.
Provide 5 large O`s for team B.

(5) Decide which team starts first.
A member of this team throws a block from behind an imaginary/masking tape line to a picture. Wherever the block lands the child finds the word to match the picture. If this is done correctly, the same child places an X over the picture and word. His/her teammates may help him/her find the word. The first team to create a line either horizontally, vertically or diagonally receives a point.

The game continues until all words/pictures are correctly matched. If the children want to continue the game, the teacher may ask the them to close their eyes while s/he rearranges the position of the words/pictures so that the words become the centre of the game and the pictures are outside.

Summary:

Each child has a turn, as a team member to play tic tac toe, matching words with pictures or vice versa.

Game 5 - Team work

Material required:

10 words

Procedure:

(1) Divide the class into 5 teams (#1-5) of 4 to 6 children.

(2) Have them sit in 5 rows on the floor facing the blackboard.

(3) Place 10 words in a pile on the ledge of the blackboard so that the children cannot read the words.

(4) The first member of each team moves forward and sits facing the other team members.

(5) The teacher turns one word so that all children except #1 can see it.

(6) The remaining children give clues to the #1's so that they may guess what the word is. The first #1 to guess the correct word gets a point for his/her team.

(7) The #1's move to the back of the line. The #2's advance to the front and the process begins again. The game continues until all words have been guessed or while the children's interest level remains high.

Summary:

Class participation by teams. One child from each team guesses a word based on clues from team members.

All of the aforementioned games can be played by the class as a whole or scaled down to groups of 10-12 or even 4-6 children. Once the children have been taught to play these games, the required materials can be placed in the word centre for further use.

There are many variations of these particular games (for example, memory games, puzzles, bingos). The list of possibilities is as broad as the teacher's or children's imagination.

It has been said that children learn to read by reading. All of these games are "reading" activities camouflaged by the word "games." Children therefore acquire new vocabulary and their meanings without making a conscious effort to "learn" the words.

APPENDIX G

Research Projects

Example 1

Projet de recherche
Les écureuils

Nom de l'élève _____

Faits intéressants:

1. rongeurs
2. dents spéciales
3. mangent des noix

Sample of finished product:

Les Ecureuils

par Amanda Smith
2e année
le 10 octobre 1990

Les écureuils
Les écureuils sont des rongeurs. Ils ont des dents spéciales pour manger. Ils mangent les noix.

J'aime regarder les écureuils au parc.

Teachers should encourage students to take jot notes. Guided jot sheets can be given to students. With the help of the teacher, the teacher-librarian, the French assistant, or the French monitor, students find the answers to questions and then write up their reports in their own words. The final product may include:

1. A colourful cover with pictures, title, name, grade and date.
2. An inside title page.
3. A table of contents.
4. Neatly presented information and illustrations, photographs and diagrams.
5. A bibliography.

NOTE:

Teachers may wish to introduce steps 2, 3 and 5 at the Grade 3 level.

Students should be encouraged to write their information in their own words. Copying directly from resource books should be discouraged.

At the Grade 3 level, teachers and students together may wish to brainstorm in order to devise their own set of jot sheets. As a group, the class can decide upon a topic of interest. Next students are asked to list questions or ideas they may wish to explore. From the resulting web, a jot sheet may be devised for student use.

Example 2

NOTE TAKING CHART

SUBJECT: _____ NAME: _____

SUB-TOPICS	JOT NOTES
1. General Information - Is a spider an insect?	
- To what class of animals do spiders belong?	
- What do spiders look like? Name at least four characteristics.	
- Can you draw a diagram and name the parts of a spider?	
2. Movement - How do spiders get from one place to another?	
3. Making Webs - How do spiders spin a web?	
- Why don't spiders get caught in their own webs?	

4. Food - What do spiders eat?			
- How do they obtain their food?			
5. Enemies - What enemies do spiders have?			
- How do some spiders protect themselves?			
6. Types or Species of Spiders - Name three types of spiders and give a distinguishing characteristic of each.	_____ Characteristic	_____ Characteristic	_____ Characteristic

Example 3

Projet de recherche Nom de l'élève _____

La Faune de Terre-Neuve

1. Comment s'appelle cet animal?

_____

_____

2. De quelle famille est-il membre?

_____

_____

3. Où habite cet animal?

_____

_____

4. Où se trouve cet animal?

_____

_____

5. Comment est-ce qu'il se nourrit?

_____

_____

6. Comment s'appellent les petits, et quand est-ce qu'ils naissent.

_____

_____

Trois faits intéressants

1. _____

2. _____

3. _____

Example 4

Projet de recherche

Noël à travers le monde

Fais de la recherche sur les traditions spéciales de Noël dans un pays du monde. Pense aux détails suivants:

- Comment est-ce que les gens de ce pays fêtent Noël?
- Parler de leurs traditions,
  leurs coutumes,
  leurs costumes,
  leurs repas,
  et leurs décorations.
- Essayer de trouver des photos, des images, une poupée de ce pays, des recettes.

Rédaction d'un projet de recherches

Tu vas commencer un projet de recherche le _____.
J'espère que tu trouveras ce projet de recherche intéressant et que tu pourras atteindre ton objectif.

1. Visite le centre de ressources.
2. Avec l'aide de ton professeur, la personne-ressources de ton école, le fichier, etc. obtiens toutes les informations nécessaires à ton projet de recherche.
3. Lis la documentation et prends des notes.
4. Transcris tes notes pour le tableau de notes selon la bonne catégorie ou le bon sous-titre.
5. Pour chaque catégorie ou sous-titre rédige un paragraphe dans tes mots.
6. Vérifie l'orthographe, la ponctuation.
7. Pour la rédaction finale, réécris un paragraphe pour chaque catégorie ou sous-titre. N'oublie pas d'inclure une (des) image(s), dessin(s), ou graphique(s) et le numéro de la page.
8. Choisis ou dessine une (des) image(s) appropriée(s) à ton sujet.
9. Ajoute la table des matières.
10. Choisis une couleur attrayante pour ta page-couverture. La page-couverture doit contenir le titre en grosses lettres et ton nom en lettres régulières. Ajoute une ou plusieurs images.

APPENDIX H

Table of Language Skills Development

The Introduction and Development of Grammatical Structures

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1. Table of Language Skills Development, Grades 1 - 3

The purpose of this table is to inform teachers at which grade level at which the various skills are expected to be introduced. Following the introduction of a skill, the responsibility lies with the teacher to continue developing and refining it, as the children progress through the grades. **It must not be assumed that the introduction of a skill implies mastery by the end of that particular grade level.**

The development and reinforcement of any skills are integrated as much as possible into communicative activities, such as games, songs, role-playing, etc. rather than being taught in isolation. It is suggested that the use of drills or work sheets for the development of these skills be minimal.

For the purpose of the table, it should be noted that skills are not listed in sequential order, and although separation of skills occurs here, the interdependent nature of the four skills should be recognized. Overlap will occur, with some activities involving several or even all four skills.

Legend

- ▫ Introduction, presentation of new skills.
- ♦ Continued exposure, development and reinforcement of skills introduced in earlier grades.

Where a diamond indicates development at the grade 1 level, it is understood that these skills have been introduced in Kindergarten. Where student ability and interest warrant, teachers should adapt their instructional activities to meet an individual student's needs.

The teacher is expected to present activities which promote the development of the following skills:

Listening **Grade Level**

	1	2	3
- Understanding basic classroom directions	♦	♦	♦
- Demonstrating comprehension of a message through paraphrasing	▫	♦	♦
- Listening attentively without interrupting others	♦	♦	♦
- Following specific directions	♦	♦	♦
- Differentiating accents	▫	♦	♦
- Listening for contextual clues	▫	♦	♦
- Listening for main ideas	▫	♦	♦
- Differentiating sounds	▫	♦	♦
- Listening for specific details	▫	♦	♦
- Listening to taped recordings for comprehension (T. V., radio, etc.)	▫	♦	♦

▫ **Introduce**

♦ **Develop**

Speaking **Grade Level**

	1	2	3
- Experimenting with language	♦	♦	♦
- Developing vocabulary	♦	♦	♦
- Using varying intonations	¤	♦	♦
- Using correct verb tenses	¤	♦	♦
- Using correct interrogative forms	¤	♦	♦
- Using correct negative forms	¤	♦	♦
- Using correct placement of subject/verb	¤	♦	♦
- Using correct possessive forms	¤	♦	♦
- Communicating with peers	♦	♦	♦
- Using greetings and introductions	¤	♦	♦
- Paraphrasing	¤	♦	♦
- Telling an original story	¤	♦	♦
- Using descriptive language	¤		♦
- Expressing an opinion, desire or preference	¤	♦	♦
- Producing accurately the different sounds such as u/ou, on/an	¤	♦	♦
- Using appropriate language register (i.e. degrees of formality and politeness)	¤	♦	♦

¤ **Introduce**
♦ **Develop**

Reading **Grade Level**

	1	2	3
- Deducing meaning of a single word from a written context	▫	♦	♦
- Recognizing and effectively using punctuational clues in reading	▫	♦	♦
- Reading with expression, especially where dialogue is involved	▫	♦	♦
- Using contextual clues, e.g. pictures, for comprehension of text	▫	♦	♦
- Extracting and relating major points or ideas of a text	▫	♦	♦
- Relating major events sequentially	▫	♦	♦
- Determining a title for a story	▫	♦	♦
- Reading for pleasure	▫	♦	♦
- Reading aloud an original composition	▫	♦	♦
- Reading and following directions	♦	♦	♦
- Summarizing a story	▫	♦	♦
- Answering questions from a text	▫	♦	♦
- Recognizing synonyms, homonyms and antonyms		▫	♦

▫ **Introduce**

♦ **Develop**

Reading **Grade Level**

	1	2	3
- Predicting a conclusion to a story	¤	♦	♦
- Recognizing various types of reading materials - poems, stories, menus, announcements, articles, invitations	¤	♦	♦
- Attempting to read unfamiliar material	¤	♦	♦
- Using a variety of reading cue systems (e.g.: **(1)** Syntactic, **(2)** Semantic **(3)** Grapho-Phonic	¤	♦	♦
- Choosing appropriate reading material for age, ability and personal interests	¤	♦	♦
- Using a dictionary to find definitions	¤	♦	♦

¤ **Introduce**

♦ **Develop**

Writing **Grade Level**

	1	2	3
Writing stories			
a) Collective stories	▫	♦	♦
b) Pattern stories and poems	▫	♦	♦
c) Small group stories - finger plays	▫	♦	♦
d) Individual stories	▫	♦	♦
e) Non-guided composition	▫	♦	♦
f) Poems		▫	♦
g) Recipes	▫	♦	♦
- Writing independently a daily journal in which the child may express personal thoughts, feelings, opinions, etc.	▫	♦	♦
- Writing a description of a person or object, incident or event	▫	♦	♦
- Writing a letter or an invitation or card for a special occasion	▫	♦	♦
- Writing a text to go with a particular illustration	▫	♦	♦
- Writing simple book reports		▫	♦

▫ **Introduce**

♦ **Develop**

Mechanics of Writing **Grade Level**

	1	2	3
- Writing a paragraph		¤	♦
- Developing spatial awareness in writing			
a) separation of words	¤	♦	♦
b) copying from texts, blackboard models, etc.	¤	♦	♦
c) printing on a single line	¤	♦	♦
d) writing on a single line			¤
- Developing correct formation of cursive writing following MacLean's writing program			¤

¤ **Introduce**

♦ **Develop**

2. The Introduction and Development of Grammatical Structures

Should grammatical structures or concepts be taught? The introduction of grammatical structures in primary immersion is an area which demands some clarification. French immersion students for the most part are anglophone. Upon entry into the school system they are not equipped with the basic second language structures needed for effective communication. Providing an environment where these fundamental structures can be learned and assimilated is unquestionably a mandate of the primary French immersion program.

How should grammatical structures or concepts be taught? The fact that basic grammatical structures need to be introduced and reinforced in the primary grades has been established. What needs to be investigated then is the question of methodology. The concept of whole language espouses the principle that "Grammar" is not taught in isolated fashion but rather integrated into *meaningful* and *purposeful* activities. Grammatical concepts are seen and experienced as part of a whole, or retention is negligible. The concept of integration was never so true as it is for French immersion. Teaching such grammatical items as verb conjugation and pronoun replacement in *isolation* serves only to *confuse* and *disjoint* language development. Such grammatical concepts remain vague unless *consistently* presented in *meaningful* and *purposeful* activities.

The following tables have <u>not</u> been designed as check lists for pupil achievement. Their purpose is to provide the teacher with an overview of the basic grammatical components which are introduced and developed in the primary grades.

Teachers are not expected to cover all items in depth, but rather to consciously make an effort to expose children to the appropriate terminology (e.g., *c'est un accent circonflex*) and to engage them in language development activities through which the components listed are developed and practised. Should an occasion arise whereby a particular grammatical component can be introduced or discussed at an earlier grade level, collectively or individually, than suggested in the following tables, teachers are certainly encouraged to do so. For example, the reading of a story such as *La petite poule rousse* may provide an ideal opportunity to draw attention to the use of the exclamation mark with a Grade One class.

Legend

- ¤ Introduction, presentation of new grammatical structures or concepts.
- ♦ Continued exposure, development and reinforcement of grammatical structures or concepts introduced in earlier grades.

Grammatical Structures	Grade Level		
	1	2	3
Sentence Structure			
Subject/verb	¤	♦	♦
Direct and indirect objects		¤	♦
Affirmative	¤	♦	♦
Negative	¤	♦	♦
Interrogative	¤	♦	♦
Article before a noun	¤	♦	♦
Punctuation			
Capitalization	¤	♦	♦
Period	¤	♦	♦
Question mark	¤	♦	♦
Exclamation mark		¤	♦
Colon		¤	♦
Quotation mark	¤	♦	♦
Comma		¤	♦
Apostrophe	¤	♦	♦
Hyphen		¤	♦

¤ **Introduce**
♦ **Develop**

Grade Level

	1	2	3
Plurals			
Agreement between article and noun (les enfants)	¤	♦	♦
Irregular plural endings (e.g. animal-animaux)		¤	♦
Plural indicators ses, mes, tes, etc.		¤	♦
Articles le, la, l', les	¤	♦	♦
un, une, des	¤	♦	♦
"ent" at end of verb	¤	♦	♦
Possessives			
le chat de Marc	¤	♦	♦
Accents - Value and name			
grave è	¤	♦	♦
aigue é		♦	♦
circonflexe ê	¤	♦	♦
Adjectives			
féminin of adjectives, e.g. blanc/blanche	¤	♦	♦

¤ **Introduce**

♦ **Develop**

Grade Level

	1	2	3
Pronoun Replacement			
le garçon - il / la fille - elle	¤	♦	♦
mes amis et moi - nous	¤	¤	♦
les garçons - ils / les filles-elles	¤	¤	♦
Homonyms			
est/et	¤	♦	♦
à/a		♦	♦
mes/mais			¤
on/ont			¤
son/sont			¤
c'est/ces/ses			¤
Contractions			
à + le = au	¤	♦	♦
à + les = aux	¤	♦	♦
de + le = du	¤	♦	♦
de + des = des	¤	♦	♦
l' + vowel	¤	♦	♦
d' + vowel	¤	♦	♦

¤ **Introduce**
♦ **Develop**

Grade Level

	1	2	3
Possessive Adjectives			
mon, ton, son, ma, ta, sa	¤	♦	♦
mes, tes, ses	¤	♦	♦
notre, nos, votre, vos			¤
leur, leurs			¤
le mien, la mienne		¤	♦
le tien, la tienne		¤	♦
le sien, la sienne		¤	♦
à lui, à elle	¤	♦	♦
à toi, à moi	¤	♦	♦
à nous, à vous, à eux, à elles	¤	♦	♦

¤ **Introduce**

♦ **Develop**

Verbs

Code: 1, 2 and 3 refer to the grade level where the concept is first introduced. It is understood that further development takes place as children progress.

Verbs	1e personne singulier	2e personne singulier	3e personne singulier	1e personne pluriel	2e personne pluriel	3e personne pluriel
Être						
au présent	1	1	1	3	3	2
au passé composé	2	3	3	3	3	3
à l'imparfait	2	2	2	-	-	3
au futur simple	3	3	3	-	-	-
Avoir						
au présent	1	1	1	3	3	2
au passé composé	3	-	-	-	-	-
à l'imparfait	2	2	2	-	-	3
au futur simple	3	3	3	-	-	-

"er" Verbs	1e personne singulier	2e personne singulier	3e personne singulier	1e personne pluriel	2e personne pluriel	3e personne pluriel
au présent	1	1	1	3	3	2
au passé composé	2	2	2	2	2	2
à l'imparfait	3	3	3			3
au futur proche	2	2	2	3	3	3
au futur simple	3	3	3			3
Vouloir						
au présent	2	2	2	3	3	3
Pouvoir						
au présent	2	2	2	3	3	3
Devoir						
au présent	2	2	2	3	3	3
Irregular Verbs (aller, faire, finir, mettre, prendre, dire, venir)						
au présent	2	2	2	3	3	3
au passé composé	3	3	3	3	3	3
à l'imparfait	3	3	3	3	3	3
au futur proche	3	3	3	3	3	3
au futur simple	3	3	3	3	3	3

Note: By grade 3, teachers have made students aware of:

a) the value of verb tenses: présent, passé, futur, using indicators e.g. aujourd'hui, hier, demain, etc. (Do not insist upon the nuance between the passé composé and imparfait.)

b) the notion of the verb followed by an infinitive.

APPENDIX I

SUGGESTIONS FOR PUPPET MAKING

Suggestions for Puppet Making

Cut Outs: Cut a figure or character out of construction paper or bristol board. Attach to a stir stick.

Finger Puppets: (a) Cut a figure or character out of construction paper. Leave a bottom edge to fold around finger.

(b) Ask parents and students where possible to knit finger puppets. Perhaps a Grade Five or Six "Knitting Club" may wish to knit for the primary grades.

Paper Bag Puppets: Lots of interesting "creatures" can emerge using a paper bag. Encourage children to use their imaginations.

Sock Puppets: Ask children to bring along old socks. Using fabric, wool, craft "eyes", etc, create a new friend.

Dish Mops and Curly Kates: Decorate curly kates or other dish washing utensils.

Other materials which may be useful to have on hand are:

- old gloves & socks
- scraps of cloth
- wool
- craft eyes
- pipe cleaners
- construction paper
- buttons
- styrofoam balls (if ozone friendly)
- paper plates
- paper bags
- pieces of wood
- pompons
- stir sticks
- thread
- cotton
- cardboard tubes

APPENDIX J

Sample Web

General Information

Is a spider an insect?
What class?
General characteristics

Enemies

Do spiders have enemies?
Which ones? How do they protect themselves?

Movement

How do they move?

Spiders

Food

What do spiders eat?
How do they obtain food?

Making Webs

How do they make webs?
Why don't they get caught?

Types of spiders

Are there different species of spiders?
What are they like?

Wolf spider **Black widow** **Tarantula** **Orb spider**

APPENDIX K

Sample Letters to Parents

Sample Letter #1

Dear Parent/Guardian:

Your child will be bringing home reading material on a regular basis this year as a part of our Independent Personal Reading Program. These materials will include commercial, pupil-made and class-made books, stories, poems and articles. The purpose of this aspect of the reading program is to provide opportunities for children to read for enjoyment and to use reading skills for their own pursuits.

The children are looking forward to sharing their favorite books and stories with you in the relaxed atmosphere of your home. The initial materials will be selections that lend themselves to memory reading, relying on chanting, singing, choral speaking, mime and picture clues that will enable the children to become familiar with the ideas and the language. This is the "beginning" of reading. Offer encouragement, or join in the reading with him/her. Most important, voice your pleasure to your child. As always, positive feedback is important.

If you have any questions about this part of our program, please do not hesitate to contact me.

Sample Letter #2

Dear Parent/Guardian:

As a parent/guardian who has a child in French immersion, it is extremely important that you provide encouragement and support throughout the year. Listed below are a number of tips which you may find helpful:

1. Expose your child to some French television programs such as Sesame Street, Passe-Partout or the Saturday morning cartoons.

2. Take your child to the public library and become members together. Encourage your child to read French books when available.

3. Subscribe to a French children's magazine.

4. Point out the French print in the environment - the French side of grocery labels, the French part of menus, French programs in the TV guide.

5. Provide French language albums and tapes for your child.

6. If possible, visit a French-speaking community together.

7. Listen to your child when s/he tell stories or wants to read to you.

8. Become a member of Canadian Parents for French and learn more about French immersion programs.

9. Show an interest in learning French yourself if you don't already speak the language. Ask your child what a specific object may be called in French. If you do speak French, try to use it with your child from time to time.

10. Where possible, encourage your child to telephone a friend from school or invite a friend from school to visit overnight. Speaking in French together outside school is fun.

Sample Letter #3

Dear Parent/Guardian:

Grade one will be an exciting year. Your child will be learning to read and there is much you can do to help him/her develop into a successful reader.

1. Since a good language model is essential when reading to children, if you are relatively fluent in French, read to your child in French: if you are not fluent in French, read to him/her in English. This reading aloud will introduce your child to the pleasures of reading.

2. At all times praise your child's reading. Children need to develop positive attitudes about their accomplishments.

3. When reading aloud, encourage your child to participate by stopping at a certain point and allowing him/her to supply a missing word.

4. Ask a few questions as you read "Oh, oh, I wonder what he is going to do now!" Discuss what is happening in each illustration.

5. Set aside a special time each night to read to your child.

6. Choose educational toys for your child.

7. When you visit the supermarket, bank or post office with your child, talk about what you are doing and about the print which is displayed.

8. Ask your child about what happens at school.

9. When you make something such as a cake or jello, let your child see you read the directions. Point out that the directions are also written in French. Let your child see you reading - remember children will often imitate their parents.

10. Read the messages on the cereal boxes together.

11. Register your child in a French book club such as *Arc-en-ciel*.

APPENDIX L

Sample Calendar for Parents

TO PARENTS: We are now learning about people, plants and animals in winter. The chart below lists a few fun things you can do with your child as "homework."

Predict how many days will it snow this month.	Read a story about winter.	Look for animal tracks outside.	Look for some snowbirds.	Make a list of animals that hibernate.	Find out which animals store food for winter.	Visit a beaver dam.
Find out what moose eat in winter.	Count the animals you see today.	Ask some neighbours how they prepare for winter.	Measure the height of Mom's winter boots.	Graph the scarf colours of your family.	Look closely at an evergreen plant.	Draw a picture of the outside of your home in winter.
Count the icicles hanging from your roof.	Write a poem together.	Discuss what happens to rabbits in winter.	Listen to the weather forecast.	Make a list of animals that migrate.	Catch snowflakes on your tongue.	Weigh a container of snow.
Make a list of winter sports.	Discuss what happens to worms in winter.	Record the temperature today.	Discuss what winter is like in Florida.	Make a list of winter clothes.	Write telling someone about winter in your community.	Draw a winter scene for your teacher.
Write a winter song.	Discuss where butterflies go in winter.	Talk about fun things to do in winter.				

JANUARY

APPENDIX M

Child-Authored Books

There are many ways to go about making child-authored books. They can be written by individual students, by groups (3 - 6 children) or by the whole class. These books can be based on one particular theme or on many variations of a theme. The possibilities are endless.

Child-authored books can take a variety of forms, including: (a) Shape Books, (b) Accordion Books, (c) Big Books.

(a) Shape Books

Below are three possible ways of making shape books to coincide with the theme *Les pièces de la maison*:

(i) Individual books for each student

Each child makes his/her own book about his/her own house, apartment, mobile home, etc. Each page would contain the child's illustrations and copied sentences.

page (1) Voici ma chambre.
page (2) Voici mon salon.
page (3) Voici ma salle de bain(s).
page (4) Voici ma cuisine.

(ii) Groups of 5 - 6 children produce one "Big" Shape Book for the class

- Divide the class into 4 - 5 groups of 5 - 6 children.
- Each group would be responsible for one page in the big book.
- Each page would contain 5 or 6 drawings of a particular room in the house.
- Each child in the group would be responsible for his/her own picture of that one room.
- Either the teacher or a very neat printer would write the sentence.
- The cover would be made by cutting half of one sheet of bristol board into the shape of a house.

(iii) Groups of 5 - 6 children produce one book per group

- Divide the class into 5 - 6 groups. If desired each group can select a name.
- Each group writes one book.
- Each child is responsible for one page in the book.

It is essential that the children's (authors') names be printed either on the cover of the book or on the page the child has worked on. The very fact that a child knows that his/her name is written in the book somewhere is motivating enough for him/her to choose the book to read. It is important to note that shape books can be incorporated into any theme.

(b) Accordion Books

Many of these same themes can be developed into accordion books as well, created in the same way by either the whole class, small groups or individual students. Books do not necessarily have to be "shape" books to become accordion books. Pattern

books where one section or a phrase is repeated on each page make good accordion books as well.

If the class is working on "La Communauté," an accordion book may be designed like a travel brochure, noting interesting places to visit, maps of the town, etc.

(c) Big Books

Again many of these same themes can be developed into big books. Usually big books are made by a small group of children or by the whole class. It is possible for individual students to produce big books on their own, however, time is often of the essence and teamwork proves to be more effective.

Producing big books is a good way of integrating other subject areas into the language arts program. For example, if the class has been studying conservation in social studies, a big book entitled "Qu'est-ce que les arbres nous donnent?" might be written.

Having discussed at some length general conservation ideas about keeping our forest clean and safe, a more detailed discussion on what happens to the trees once they are cut down or on how the wood from the trees is used may follow. The children may then be asked to illustrate one of the ideas mentioned. Once the pictures are drawn, coloured and attached to a piece of construction paper, they can be compiled, laminated and bound into a big book.

For most of the year in Grade One the teacher does the actual printing of the text. If a book is to be placed in the Reading Corner for further use by the students, the letters should be well formed and words evenly spaced. The children do the illustrating only at this stage. In the higher grades, the children may do the printing themselves.

APPENDIX N

Resource Materials and Useful Addresses

Resource Materials

1. Teacher Resources (General)
2. Drama Resources
3. Poetry and Comptines
4. Music Resources
5. Audio-Visual Materials
6. Collections of Children's Literature/Reading Material
7. Cultural Resources

Useful Addresses

1. Information on and/or Meetings with Authors and Illustrators
2. Magazines/Journals on Children's Literature
3. Educational Journals/Magazines
4. Magazines for Children
5. French-Language Newspapers
6. Francophone and French Second Language Associations
7. Tourist/Cultural Information
8. School Correspondence
9. Federal Departments and Agencies
10. Diverse Documents
11. Educational Software
12. Publishers/Distributors of Print Materials
13. Audio-Visual Materials

RESOURCE MATERIALS

1. Teacher Resources (General)

ACPI (1989). *Recueil de documents pédagogiques pour l'immersion.* Ottawa: ACPI.

Barrett, F. L. (1989). *La lecture partagée: Guide pédagogique.* Richmond Hill: Scholastic.

Baskwill, J. and Whitman, P. (1989). *Le langage intégré et l'évaluation de l'enfant: Guide pratique.* Richmond Hill: Scholastic.

Baulu-MacWillie, M. and Samson, R. (1990). *Apprendre ... c'est un beau jeu.* Montréal: Les Editions de la Chenelière.

Bean, W. and Bouffler, C. (1987). *Spell by Writing.* Portsmouth, N. H.: Heinemann Educational Books.

The Board of Education for the City of North York (1985). *Look Hear: Developing Programs for Primary Children Based on Observations of Learning Needs.* Willowdale, Ont.: NYBE.

Borla, C. and M. (1985). *The Good Apple Guide to Learning Centers.* New York: Good Apple Inc.

British Columbia Ministry of Education, Modern Languages Services Branch (1985). *Early French Immersion: Guide pédagogique et manuel de ressources.*

Cambourne, B. (1988). *The Whole Story: Natural Learning and the Acquisition of Literacy in the Classroom.* New York: Ashton Scholastic.

Cazden, C. B. (1981). *Language in Early Childhood Education.* Washington, D. C.: The National Association for the Education of Young Children.

Centre for Language in Primary Education (1988). *The Primary Language Record: A Handbook for Teachers.*

Cummins, J. and Swain, M. (1986). *Bilingualism in Education: Aspects of Theory, Research and Practice.* London: Longman.

Education Manitoba, Bureau de l'éducation française (1985). *Immersion française Première année* (Document provisoire).

Education Manitoba, Bureau de l'éducation française (1985). *Immersion française Deuxième année* (Document provisoire).

Education Manitoba, Bureau de l'éducation française (1985). *Immersion française Troisième année* (Document provisoire).

Education Manitoba, Bureau de l'éducation française (1985). *English Grades 1 - 2 - 3 - 4 FL2.*

Education Manitoba, Bureau de l'éducation française (1989). *Programme d'études: 1e - 2e - 3e - 4e années, français immersion.*

Ellis, R. (1985). *Understanding Second Language Acquisition.* Oxford: Oxford University Press.

Faerch, C. and Kasper, G. (1983). *Strategies in Interlanguage Communication.* London: Longman.

Forester, A. D. and Reinhard, M. (1989). *The Learners' Way.* Victoria: Peguis Publishers.

Genesee, F. (1987). *Learning through Two Languages: Studies of Immersion and Bilingual Education.* Cambridge, MA: Newbury House Publishers.

Goodman, K. S. (1986). *What's Whole in Whole Language?* Richmond Hill: Scholastic.

Graves, D. (1983). *Writing: Teachers and Children at Work.* Exeter, N. H.: Heinemann Educational Books.

Harley, B., Allen, P., Cummins, J. and Swain, M. (1987). *The Development of Bilingual Proficiency, Final Report: Vol. 2. Classroom Treatment.* Toronto: The Ontario Institute for Studies in Education, Modern Language Center.

Holdaway, D. (1979). *The Foundation of Literacy.* Toronto: Ashton Scholastic.

Hornsby, D., Sukarna, D. and Parry, J. (1986). *Read On: A Conference Approach to Reading.* Portsmouth, N. H.: Heinemann Educational Books.

Jalongo, M. R. (1987). *Young Children and Picture Books: Literature from Infancy to Six.* Washington, D. C.: National Association for the Education of Young Children.

Johnson, T. D. and Louis, D. R. (1990). *Bringing It all Together: A Program for Literacy.* Richmond Hill: Scholastic.

Johnson, T. D. and Louis, D. R. (1987). *Literacy through Literature.* Richmond Hill: Scholastic.

Lecompte, C. (1982). *L'école par le jeu (Jeux de lecture et de mathématiques).* Montréal: Editions du Renouveau Pédagogique.

Lynch, P. (1989). *Comment utiliser les grands livres et la littérature enfantine.* Richmond Hill: Scholastic.

The Metropolitan Toronto School Board (1986). *French Immersion Language Arts Guidelines/Guide pour l'enseignement du français dans les classes d'immersion.*

Le Ministère de l'Education de l'Ontario (1985). *Une découverte partagée: Enseigner et apprendre au cycle primaire.*

Le Ministère de l'Education de l'Ontario (1976). *La formation aux cycles primaire et moyen.*

Newman, J. (1985). *Whole language: Theory in Use.* Portsmouth, N.H.: Heinemann Educational Books.

Newman, J. (1987). *Looking at Children's Writing.* New York: Scholastic.

Petreshene, S. S. (1978). *The Complete Guide to Learning Centers.* Toronto: Webcom.

Rivers, W. M. (1987). *Interactive Language Teaching.* Cambridge: Cambridge Univeristy Press.

Saskatchewan Education (1986). *English Language for Immersion Students, Primary.*

Saskatchewan Education (1987). *Français parlé, immersion 2e et 3e années: Leçons pour la correction et la mise en place de structures.*

Schwartz, S. and Pollishuke, M. (1990). *Creating the Child-centred Classroom.* Toronto: Irwin.

Schickendanz, J. A. (1986). *More than ABC's: The Early Stages of Reading and Writing.* Washington, D. C.: The National Association for the Education of Young Children.

Services documentaires Multimedia. *Choix jeunesse: Documentation imprimée.* (10 publications mensuelles et refonte annuelle).

Services documentaires Multimedia (Août, 1988). *Diffusion sélective de l'information. Pélagie: Bibliographie de matériel didactique de langue française.* Montréal: SDM.

Strickland, D. S. and Morrow, L. M. (1989). *Emerging Literacy: Young Children Learn to Read and Write.* Newark: International Reading Association.

Wenden, A. L. and Rubin, J. (1987). *Learner Strategies: Implications for the Second Language Teacher and Researcher.* Englewood Cliffs, N. J.: Prentice-Hall.

2. Drama Resources

Etudes Vivantes (CEC)	*Le rideau s'ouvre*
Graficor	*Sortons des coulisses!*
Leméac (Diffusion Prologue)	*Théâtre pour enfants*
Québec/Amérique	*Jeunes publics*
Ville-Marie (Les Editions Françaises)	*Théâtre des livres vivants*

3. Poetry and Comptines

Armand Colin-Bourrelier(Somabec)	*Eveil à la poésie* *Poèmes à l'école* *Poèmes de partout et de toujours* *L'enfant et la poésie* *Jeux de doigts, jeux de rhythme* *Chansons pour jouer* *Chants et rhythmes*
Casterman (ADP)	*Direlire*
Centurion Jeunesse	*Comptines à mimer* *60 chansons, 60 musiques et 6 noëls* *60 poésies, 60 comptines* *99 poèmes, 9 contes, 9 comptines*
La Courte Echelle	*Lune en or*
Deux coqs d'or	*Jolis contes et belles rimes*

Editions Messidor (Mondia)	*La farandole, Collection Poésimages*
Les Entreprises Culturelles	*Les comptines de Jocelyne*
Etudes Vivantes	*Comptines animées*
Fleurus	*Comptines, parlées et chantées* *Comptines pour apprendre en s'amusant*
Graficor	*Comptines de Ribambo et Ribambelle* *Un goûter de poésie*
Guérin	*Les activités poétiques*
Hurtubise HMH	*Comptines en bulles* *Rimes en bulles*
Leméac	*Comptines traditionelles du Canada français*
Nathan (ADP)	*Poésie pour tout petits* *Rondes et comptines*
Retz	*Mon premier cahier de poésie*
G. P. Rouge et Or	*Rondes et comptines*
Trécarré	*101 comptines et bricolages*
Ville-Marie (Les Editions Françaises)	*De la neige au soleil*

4. Music Resources

A. Print Materials

Alphonse Leduc	*Un chemin pédagogique en passant par les chansons* *Vol. I - IV* *Chant - musique* Vol. I - II
Beauchemin	*Arcs-en-sons*
Centre de documentation Marius Barbeau	*J'ai tant dansé, j'ai tant sauté*
Centre franco-ontarien de ressources pédagogiques	*La farandole: Le folklore à travers les arts d'expression*
Centurion Jeunesse / Somabec	*60 chansons, 60 musiques* *12 chansons, 12 comptines no. 1 et no. 2* *66 chansons, 6 canons, 6 noëls* *Les chansons que je chante à mes enfants*
Les Entreprises Culturelles	*Musicabec: Le temps des fêtes* *Collection La bonne chanson*
Flammarion	*Album-disques du père Castor* *Scions du bois* *A la ronde* *Collection rondes et jeux dansés*
Fleurus	*Rondes et jeux de tresse*
GLC Silver Burdett	*Musique s'il vous plaît* (3 cassettes et guide)
Gordon V. Thompson Music	*Chansons pour s'amuser*

Guérin	*Chantons / Dansons I et II* Poèmes et chansons
Hurtubise HMH	*Chantons sous les bulles*
Les Nouvelles Editions de l'Arc	*Chansons, contes & comptines* (Gilles Vigneault)
Mondia	*Chante-tout* *Jeux de notes, jeux de rhythmes* *La musique enchantée* *Chansons à mimer et à danser*
Nathan (ADP)	*Rondes et chansons*
G. P. Rouge et Or	*Ah! mon beau château et autres chansons*
Scarabée	*Au p'tit bois charmant*

B. Cassettes/Records

Attic Records	*Zing Zang Zong* *Saute crapaud*
Centre d'activités françaises	*Collection Joan Northcott*
Centre franco-ontarien de ressources pédagogiques	*La farandole*
La Chèvre Entreprises	*Cinq croissants* *Collection Henri Dès*
Distribution Select	*Chantons avec Marie Eykel*

Les Editions Clown Samuel Inc.	*Collection Suzanne Pinel*
Edouard et Micha Inc.	*Créons* *Chantons*
Etudes Vivantes/Ed. Projets	*C'est la récréation* *Chansons dans le vent* *Barbichon, Barbichu* *Train - train de chansons*
Graficor	*Comptines de Ribambo et Ribambelle* *Le chant à l'école maternelle*
Mondia	*Mimi, Paul et Chabichou*
Muffin Recording Co.	*Collection Matt Maxwell*
Presse Import Léo Brunelle Inc.	*Collection Passe Partout*
Tanglefoot Media	*J'ai des amis*

5. Audio-Visual Materials

Copp-Clark Pitman	*Muzzy*
Department of Education Newfoundland and Labrador Learning Resources Distribution Centre Film Library	*C'est chouette en classe* (T.V.O.) *Frère Jacques* *La petite poule rouge* *Le petit chaperon rouge* *Les trois ours* *Collection Livre ouvert* (Multi-media) *Oum le daupin* (16mm) *Téléfrançais* (T.V.O.)

Laurent Bourdon Audiovisuel	*Série Biblios*
Montévidéo (ADP)	*Les plus beaux trésors de l'enfance* *Taotao*
Ontario Institute for Studies in Education	*Le temps des sucres* *De chez nous* La fête de la Sainte-Catherine
Radio Canada	*Astro le petit robot*
Radio Canada	*Gil et Julie*
Radio Québec	*Passe partout*
See Hear Now Media	*L'hallowe'en des petits* *Coeur à coeur* *Célébrons pâques* *Le temps des fêtes*
Society for Visual Education (Tralco)	*Histoires Robert Munsch* *Récits par Kathy Stinson* *Aventures de minuit de Mathieu* *Contes et légendes d'autres pays*

6. Collections of Children's Literature/Reading Material

A. Print Materials

Albin Michel Jeunesse	*Les saisons* *Que se passe-t-il?*
Accord/Addison-Wesley	*Grands livres, petits livres*

Annick Educational	*Les livres, c'est pour nous*
Bordas	*Bibliothèque des benjamins* *Bibliothèque des tout-petits* *Le coin de lecture* *Connais-tu?* *Rue du dragon*
Casterman	*Farandole* *Les farfeluches*
Centre Educatif et Culturel	*Fabulettes* *Soleil*
Centurion-Jeunesse	*Arthur* *Comptines à mimer* *Drôles de bruit* *Formes et couleurs* *Pomme d'api*
Chanteclerc	*Pré-école*
Copp Clark Pitman	*Coccinelle (Première Bibliothèque)* *Invitation à la lecture: Lisons et lisons encore* *Troubadour*
La Courte Echelle	*Amélie* *Drôles d'histoire* *Jiji et Pichou* *Zunik*
Les Deux Coqs d'Or	*Albums Mercer Mayer* *Le livre enchanté* *Mon premier livre d'or*

Dupuis	*Fanette* *Musti* *La nature* *Pandi* *Pas à pas* *Petite abeille* *Tip et Tap* *Titou*
Ecole Active	*A partir d'un mot* *L'école des saisons de la vie*
L'école des loisirs (Editions Françaises)	*Le gai savoir* *Renard poche*
Editions Françaises	*Lire pour lire*
Etudes Vivantes/CEC	*Les apprentis* *Capucine* *Coquelicot* *David Suzuki* *La famille Kalouis* *Incitatout* *Joyeux lecteurs* *Les petits curieux* *Touchatout* *Tout à faire* *Le zoo fantastique*
Flammarion	*Albums jeunesse* *Les patapoches* *Père Castor* *Les petits livres de John Birmingham* *Pré-école*

Gallimard	*Découverte benjamin* *Découverte cadet* *Folio benjamin* *Folio cadet* *Yok - Yok*
Ginn	*La boite aux rêves* *Soleil*
Globe Modern Curriculum Press	*L'image des mots*
Graficor	*Moustique* *Sauterelle* *Tic Tac Toc* (avec cassette)
Granger, Gamma	*Crocus* *Mini-documentation* *Ma première bibliothèque*
Grolier	*Albums illustrés* *Bibliobus* *Lire pour lire* *Le monde merveilleux* *Plaisir de lire*
Grumpy Bear Books	*Les livres de l'ourson Grognon* (grands livres)
Guérin	*Piloé*
Gamma/Saint-Loup	*Contrastes*
Hachette	*Les albums roses* *Folio benjamin* *Echo personnages* *Ma première bibliothèque*

Héritage	*C'est quoi?* *Contes de fées* *Le cycle de vie* *Je sais lire* *Libellule* *Petite étoile* *La vie des animaux* *366 contes de la Bible*
Hurtubise HMH	*Contes amérindiens* *Dinomir* *1, 2, 3 J'ai lu* *Je lis tout seul* *Les Papinachois* *Ecole du lac*
Larousse (Les Editions Françaises)	*Le Larousse des petits*
Leméac	*Chicouté* *Littérature de jeunesse*
Michel Quintin (Addison-Wesley)	*Mots et animaux*
Mondia	*Mimi, Paul et Chabichou* (grands et petits livres)
Nathan (ADP)	*Albums Dick Bruna* *Arc-en-poche* *Arc-en-poche deux* *Belles histoires-belles images* *Bibliothèque des petits lapins* *Contes enchantés* *Contes en images* *Contes pour petits et grands* *Cache-cache* *Lire pour lire* *Percimage* *Petits châtons* *Ploum* *Spot*

Nelson	*Je veux savoir* *Toi et moi* (grands et petits livres)
Ovale	*Bébé livre* *Plimage* *Les quatre saisons* *Série Petit ours* *Il était une, deux, trois ... fois*
Pierre Tisseyre (Addison-Wesley)	*Le marchand de sable* *Coeur de pomme*
Editions du Raton Laveur	*Livres Jeunesse*
Editions du Renouveau Pédagogique Inc. (ERPI)	*Ernest et Célestine*
The Resource Center	*Les histoires de Napoléon* (grands et petits livres et cassettes)
G. P. Rouge et Or	*Émilie*
Satobé	*Pilonu* (avec cassettes)
Scholastic/Arc-en-Ciel	*Bertrand le gros chien rouge* *Georges* *Grands livres* *(avec petits livres et cassette)* *Lecture partagée* *Ma première lecture* *La sorcière*
Scolaris (ADP)	*Merlin*

Tormant (ADP)	*Contes et fables du monde entier*
Trécarré	*Ami-mots*
Ville-Marie (Les Editions Françaises)	*Contes québecois*

B. Print and Cassette

Annick Educational	*Children's Literature Kits*
Arc-en-ciel/Scholastic	*Grands livres/petits livres*
Copp Clark Pitman	*Invitation à la lecture*
Edmonton Public Schools	*Activités pour le centre d'écoute*
Mondia	*Mimi, Paul et Chabichou*
Nathan (ADP)	*Histoires pour les enfants* *Musicontes* *Musistoires* *Walt Disney*
The Resource Center	*Napoléon*
Saboté	*Pilonu*

7. Cultural Resources

Ambassade de France	*Films divers sur la France*

Editions d'Acadie	*Collection Vie de nos ancêtres*
Editions Alain Stanké Ltée	*Les plus belles légendes acadiennes*
Bibliothèque nationale du Québec	*Légendes de l'Amérique française*
Campbell, Golinsky & Associates	*Légendes du Canada français*
Canadian Folklore Canadien, 1981, vol. 3 (2)	*Légendaire acadien de la forêt*
CANF (available from Department of Education, Newfoundland and Labrador Learning Resources Distribution Centre)	*Frère Jacques*
Centre franco-ontarien de ressources pédagogiques	*Contes, récits et légendes des îles Saint-Pierre et Miquelon*
Centre franco-ontarien de ressources pédagogiques	*La farandole: Le folklore à travers les arts d'expression*
Centre franco-ontarien de ressources pédagogiques	*Pistes pédagogiques des fêtes culturelles:* • *La Sainte Catherine* • *Le carnaval* • *La Saint-Jean Baptiste*
Centre franco-ontarien de ressources pédagogiques	*Swing la baquèse*
Centre franco-ontarien de ressources pédagogiques	*Vive le carnaval*

Le Centre provincial de ressources pédagogiques	*Collection Le goéland* *Collection Cy amateur* *Collection Visages* *La vie acadienne en Nouvelle Ecosse*
Les Dames Pationesses de la C.J.A. Inc. (available from Le Centre provincial de ressources pédagogiques)	*La cuisine acadienne d'aujourd'hui*
Diane, Denyse et Marie Marleau	*Fêtons et Chantons*
Les Entreprises Culturelles	*Musicabec: Le temps des fêtes* *Collection La bonne chanson*
La Fédération Acadienne de la Nouvelle Ecosse	*Le petit Acadien*
Ferland	*L'Empire français d'Amérique*
Flammarion	*A la ronde* *Album-disques du père Castor* *Collection Rondes et jeux dansés* *Scions du bois*
Folkway Records and Service Corp.	*Songs of French Canada* (record)
Fondation d'Education des Provinces Maritimes	*Bibliographie acadienne*
G. P. Rouge et Or	*Ah! Mon beau château et autres chansons* *Rondes et comptines*

Multi-Media (available from Department of Education, Newfoundland and Labrador Learning Resources Distribution Centre)	*Collection Livre ouvert*
Les Nouvelles Editions de l'Arc	*Chansons, contes et comptines* (Gilles Vigneault)
Ontario Institute for Studies in Education Press	*Le temps des sucres* *De chez nous* *La fête de la Sainte Catherine*
Publications de l'Université de Rouen (available from M.U.N. Bookstore)	*Folktales from Western Newfoundland* (Marie-Annick Desplanques)
See Hear Now Media	*Le temps des fêtes*
Sentinel Printing Ltd.	*La littérature orale de la Baie Sainte-Marie* (Alain Doucet)
La Société Saint-Thomas d'Aquin	*La chanson du pays* (livre et cassette) *Le conte et la légende du pays* (livre et cassette)
Ville-Marie (Les Editions Françaises)	*Contes québecois*

USEFUL ADDRESSES

The following lists are not meant to be exhaustive. As well as the agencies, firms and companies identified here, there are others which are involved in education and which provide services to educators. These lists are provided in order to help teachers, schools and school boards to identify sources of French-language resources and services.

1. Information on and/or Meetings with Authors and Illustrators

Association des écrivains acadiens
140, rue Botsford, 3e
Moncton, NB
E1C 4X4
(506) 854-3491

The Canadian Children's Book Centre
229 College Street, 5th Floor
Toronto, ON
M5T 1R4
(416) 597-1331
(Services offerts en anglais uniquement)

Communication-Jeunesse
5307, boul. St-Laurent
Montréal, Québec
H2S 1S5
(514) 273-8167

Service des lettres et de l'édition
Conseil des Arts du Canada
C.P. 1047
99, rue Metcalfe
Ottawa, ON
K1P 5V8
(613) 598-4333
(Rencontres avec auteurs et autres dans le cadre du Festival national du livre)

Service des rencontres d'auteurs et d'illustrateurs
Les Editions Héritage Inc
300, rue Arran
Saint-Laurent, PQ
J4R 1K5

Société canadienne des auteurs,
illustrateurs et artistes pour enfants
P.O. Box 280, Station L
Toronto, ON
M6E 4Z2
(416) 922-7736

Société des écrivains canadiens
473, rue Dolbeau
Québec, PQ
G1S 2R6
(418) 527-2940

Union des écrivains québecois
1030, rue Cherrier, bureau 510
Montréal, PQ
H2L 1H9
(514) 526-6653
(Dossiers uniquement, sur une centaine d'auteurs)

2. Magazines/Journals on Children's Literature

A. Canadian

Canadian Children's Literature/Littérature canadienne pour la jeunesse
Dept. of English
University of Guelph
Guelph, ON
N1G 2W1

Choix-Jeunesse
Centrale des bibliothèques
1685, rue Fleury est
Montréal, PQ
H2C 1T1

L'écrilu
LLQ
4545, ave Pierre-de-Coubertin
C.P. 1000, succursale M
Montréal, PQ
H1V 3R2

Il faut lire
DMR Distributions
472, rue Deslauriers
Ville Saint-Laurent, PQ
H4N 1V8

Des livres et des jeunes
C.P. 2152, succursale Jacques-Cartier
Sherbrooke, PQ
J1J 3Y2

Lurelu
C.P. 340
Succursale de Lorimier
Montréal, PQ
H2H 2N7

Vie pédagogique
Direction des ressources matérielles
Ministère de l'Education
1035, rue de la Chevrotière
14e étage
Québec, PQ
G1R 5A5
(gratuit)

B. International

Journal de l'Association romande
de littérature pour jeunesse
AROLE
Case postale 1000
Lausanne 4
Suisse

Livres jeunes aujourd'hui
63, rue de Varenne
75007 Paris
France

Nous voulons lire!
7, avenue des Chasseurs
33600 Pessac
France

La revue des livres pour enfants
8, rue St-Bon
75004 Paris
France

The Web
Ohio State University
Rm. 200, Ramseyer Hall
29 West Woodruff
Columbus, Ohio 43210

3. Educational Journals/Magazines

Canadian Journal of Education/
Revue Canadienne de l'éducation
14 Henderson Avenue
Ottawa, ON
K1N 7P1

Contact
Faculty of Education
Simon Fraser University
Burnaby, BC
V5A 1S6

Education Canada
Canadian Education Association
252 Bloor Street West
Toronto, ON
M5S 1V5

Le Journal de l'Immersion
a/s ACPI
Sir John A. MacDonald Resource Center
113 - 2675, ave Draper
Ottawa, ON
K2H 7A1

Language and society / Langue et société
Commissioner of Official Languages
Ottawa, ON
K1A 0T8

L'école maternelle française
a/s Armand Colin-Bourrelier
103, Blvd. Saint-Michel
Paris, France
75005

Literacy Matters
Tom L. Hindes, Director
College of Education
842 West Goodale Avenue
Columbus, Ohio 43212

Québec Français
AQPF
C.P. 9185
Québec, PQ
G1V 4B1

Revue canadienne des langues vivantes/
The Canadian Modern language Review
237 Helms Avenue
Welland, ON
L3B 3B8

Vie Pédagogique
Ministère de l'Education du Québec
1035, de la Chevrotière
15^{e} étage
Québec, PQ
G1R 5A5
(gratuit)

TESOL Quaterly
Suite 300
1600 Cameron Street
Alexandria, Virginia 22314

4. Magazines for Children

J'aime lire
Hibou
Coulicou
Editions Héritage
300, rue Arran
Saint-Lambert, PQ
J4R 1K5

Jeunes
Môme
Vanwell Publishing
1 Northrup Crescent
P.O. Box 2131, Stn B
St. Catherines, ON
L2M 6P5

Je me petit débrouille
4545, ave Pierre-de-Coubertin
C.P. 1000, Succ. M
Montréal, PQ
H1V 3R2

Belles histoires de Pomme d'Api
Do ré mi
Jeunes années
Le journal de Nounours
KODI
Perlin
Pomme d'Api
Toboggan
Wapiti
Periodica
7045, ave du Parc
Montréal, PQ
H3N 1X8

Le magazine Zip
Les Editions Télémédia Inc
C.P. 6413, Succ. A
Montréal, PQ
H3L 9Z9

5. French-Language Newspapers

Le Gaboteur
58, avenue Oregon
Pièce 112 - 114
Edifice Harmon Corporation
Stephenville, T-N
A2N 2Y1
(709) 634-9585

6. Francophone and French Second Language Associations

A. Newfoundland and Labrador:

La fédération des francophones de Terre-Neuve et du Labrador
265, rue Duckworth
St. John's, Terre-Neuve
A1C 1H3
(709) 722-0627

La fédération des parents francophones de Terre Neuve et du Labrador
265, rue Duckworth
St. John's, Terre Neuve
A1C 1G9
(709) 722-0627

Les Terre-Neuviens Français
C.P. 650, R.R. #3
Port au Port, Terre-Neuve
A0N 1T0
(709) 644-2050

Carrefour francophone de Stephenville
7, rue Woodland
Stephenville, Terre-Neuve
A2N 2K8
(709) 643-5788

L'Héritage de l'Ile Rouge
C.P. 221, Lourdes, R.R. #1
La Grand'Terre, Terre-Neuve
A0N 1R0
(709) 642-5254

Chez les Français de l'Anse-à-Canards
C.P. 337, Lourdes, R.R. 1
L'Anse à Canards, Terre-Neuve
A0N 1R0
(709) 642-5795 (m)
(709) 642-5498 (cenre)

L'Association Francophone de St-Jean
96, rue Lemarchant
St. John's, Terre-Neuve
A1C 2H2
(709) 726-4900

L'Association Francophone du Labrador
C.P. 253
Labrador City, Terre-Neuve
A2V 2K5
(709) 944-6600

Canadian Parents for French
(Newfoundland and Labrador)
P.P. Box 1252, Station C
St. John's, NF
A1C 5M2

NTA Modern Languages Council
c/o NTA
3 Kenmount Road
St. John's, NF
A1B 1W1

B. Canadian

Association canadienne française de l'Alberta
Pièce 200, 8923 - 82 Avenue
Edmonton, AB
T6C 0Z2

Association culturelle franco-canadienne de la Saskatchewan
2132, rue Broad
Régina, AK
S4P 1Y5

The Canadian Association of Second Language Teachers (CASLT)
369 Montrose Street
Winnipeg, MB
R3M 3M1

Canadian Parents for French
309 Cooper Street
Suite 210
Ottawa, ON
K2P 0G5

Conseil de promotion et de diffusion de la culture
207, rue Robinson
Suite 7
Moncton, NB
E1C 5C5

Fédération acadienne de la Nouvelle-Ecosse
1106, rue South Park
Halifax, Nouvelle-Ecosse
B3H 2W7

La Fédération des associations de parents et d'instituteurs de langue française de l'Ontario
325, rue Dalhousie, pièce 501
Ottawa, ON
K1N 7G2

La Fédération culturelle canadienne française
1, rue Nicholas, pièce 1202
Ottawa, ON
K1N 7B7

Fédération des festivals acadiens de la Nouvelle-Ecosse
Livraison Générale
Meteghan
Cté. Digby, Nouvelle-Ecosse
B0W 2J0

La Fédération des Franco-Colombiens
853, rue Richards, bureau 104
Vancouver, C.B.
V6B 3B4

Fondation culturelle acadienne
312, boul. St-Pierre ouest
Caraquet, NB
E0B 1K0

Société des acadiens du Nouveau-Brunswick
C.P. 670
Petit-Rocher, NB
E0B 2E0

Société Franco-Manitobaine
Bureau 212
383, boul. Provencher
C.P. 145
Saint-Boniface, MB
R2H 3B4

Société nationale des acadiens
C. P. 908
259, rue Principale
Shédiac, NB
E0A 3G0

La Société Saint-Thomas d'Aquin
La Société Acadienne de l'I.P.E.
340, rue Court
C.P. 1330
Summerside, IPE
C1N 4K2

7. Tourist/Cultural Information

Ambassade de France
Service Culturel
464, rue Wilbrod
Ottawa, ON
K1N 6M8

Renseignements et publications sur la politique étrangère
Direction des services de communication du Canada
Ministère des Affaires extérieures
Edifice Lester B. Pearson
125, promenade Sussex
Tour C, 2e étage
Ottawa, ON
K1A 1G2

Office du Tourisme
Saint-Pierre et Miquelon
B.P. 4274
Saint-Perre et Miquelon

Tourisme Québec
Case Postale 20000
Québec, PQ
G1K 7X2

8. School Correspondence

Bureau de correspondance scolaire
Direction de la coordination des réseaux
Ministère de l'Education
1035, rue de la Chevrotière
6e étage
Québec, PQ
G1R 5A5

St. John's Roman Catholic School Board
Belvedere
Bonaventure Avenue
St. John's, NF
A1C 3Z4

- Ecole St. Patrick (Immersion et Francophone)
- Holy Trinity Primary (Immersion)
- St. Peter's Primary (Immersion)
- Ecole St. Gérard (Immersion)

Labrador Roman Catholic School Board
P.O. Box 1300
Wabush, LB
A0R 1B0

- Notre Dame Academy (Immersion et Francophone)

Humber-St. Barbe Roman Catholic School Board
P.O. Box 368
Corner Brook, NF
A2H 6G9

- Presentation Elementary (Immersion)

Appalachia Roman Catholic School Board
P.O. Box 5200
Stephenville, NF
A2N 3M5

- St. Stephen's Primary (Immersion)
- Ecole Ste. Anne (Francophone)
- Ecole primaire Notre Dame du Cap (Francophone)

Burin Peninsula Roman Catholic School Board
P.O. Box 69
Marystown, NF
A0E 2M0

- Sacred Heart Elementary (Immersion)

Avalon Consolidated School Board
P.O. Box 1980
St. John's, NF
A1C 5R5

- Harrington Elementary (Immersion)
- Bishop Feild Elementary (Immersion)
- Vanier Elementary (Immersion)
- Park Avenue Elementary (Immersion)

Nova Consolidated School Board
203 Elizabeth Drive
Gander, NF
A1V 1H6

- Gander Academy (Immersion)

Labrador East Integrated School Board
Mail Bag 3021, Stn. B
Goose Bay, LB
A0P 1C0

- Peacock Elementary (Immersion)

Labrador West Integrated School Board
669 Tamarack Drive
Labrador City, LB
A2V 2V2

- C. E. McManus Primary (Immersion)
- A. P. Low Elementary (Immersion)

Western Integrated School Board
P.O. Box 190
Corner Brook, NF
A2H 6C7

- C. C. Loughlin Elementary (Immersion)

Exploit's Valley Integrated School Board
P.O. Box 70
Grand Falls, NF
A2A 2J3

- Grand Falls Academy Primary (Immersion)

9. Federal Departments and Agencies

Newfoundland Reference Canada
St. John's: 772-4365
1 - 800 - 563-2432

Affaires Indiennes et du Nord Canada
Direction des communications
Les Terrasses de la Chaudière
10, rue Wellington
Ottawa, ON
K1A 0H4

Agence Canadienne pour le Développement International
Place du Centre
200, promenade du Portage
Hull, PQ
K1A 0G4

Agriculture Canada
Immeuble Sir John Carling
930, avenue Carling
Ottawa, ON
K1A 0C5

Approvisionnements et Services Canada
Place du Portage, Phase III
11, rue Laurier
Hull, PQ
K1A 0S5

Bureau du Directeur Général des Elections du Canada
440, chemin Coventry
Ottawa, ON
K1A 0M6

Bureau du Secrétaire du Gouverneur Général
1, promenade Sussex
Ottawa, ON
K1A 0A1

Commissariat aux Langues Officielles
Immeuble Export Développement
110, rue O'Connor, bureau 1326
Ottawa, ON
K1A 0T8

Commission Canadienne du Lait
Edifice Pebb
2197, promenade Riverside
Ottawa, ON
K1A 0Z2

Commission de la Capitale Nationale
161, avenue Laurier ouest
Ottawa, ON
K1P 6J6

Energie, Mines et Ressources Canada
Edifice Sir William Logan
580, rue Booth
Ottawa, ON
K1A 0E4

Environnement Canada
Terrasses de la Chaudière
10, rue Wellington
Hull, PQ
K1A 0H3

Le parc national de Terra Nova
Glovertown, T.-N.
A0G 1L0
709-533-2801

Lieux historiques de Terre-Neuve et du Labrador
(Signal Hill, Cap-Sear, Port-au-Choix,
Castle Hill et l'Anse-aux-Meadows)
C.P. 5879
St. John's, T.-N.
709-772-5364

Gendarmerie Royale du Canada
1200, Promenade Aalta Vista
Ottawa, ON
K1A 0R2

- 102, rue Churchill
  Corner Brook, T.-N.
  A2H 6C3
  709-637-4433

- Aéroport international de Gander
  Boulevard Airport
  Gander, T.-N.
  A1V 1W8
  709-256-4977

- 1, chemin Circular
  Grand Bank T.-N.
  709-832-1260

- Autoroute Trans-Canadienne, route 1
  Grand Falls, T.-N.
  A2A 2J8
  709-489-2121

- Détachement de Piccadilly
  Route 460
  Lourdes, T.-N.
  A0N 1R0
  709-642-5316

- 92, rue West
  Stephenville, T.-N.
  A2N 2Y9
  709-643-2118

- Détachement de Labrador Ouest
  814, rue Hudson
  Ville de Labrador, T.-N.
  A2V 2L3
  709-944-2661

Pêches et Océans
200, rue Kent
Ottawa, ON
K1A 0E6

Santé et Bien-être Social Canada
Services et Promotion de la santé
Immeuble Jeanne Mance
Rue de l'Eglantine, Parc Tunney
Ottawa, ON
K1A 0K9

Condition physique et sport amateur
Tour Journal sud
365, avenue Laurier ouest
Ottawa, ON
K1A 0X6

Secrétariat d'Etat
215, rue Water
St. John's, T.-N.
709-772-5566, bureau régional de
Terre-Neuve et du Labrador
709-772-5521, cour de la citoyenneté

Transports Canada

- Aéroport de Goose Bay
  Succursale A, C.P. 901
  Goose Bay, T.-N.
  A0P 1S0
  709-896-2902

- Aéroport de St. John's
  C. P. 5670
  St. John's, T.-N.
  A1C 5W8
  709-772-5587

- Garde côtière canadienne
  Edifice Paramount
  34, rue Harvey, C.P. 1300
  St. John's, T.-N.
  A1C 6H8
  709-772-4120
  709-772-4133

- Aéroport de Wabush
  C.P. 880
  Wabush, T.-N.
  A0R 1B0
  709-282-5412

10. Diverse Documents

Cultures Canada (bulletin gratuit)
Direction du multiculturalisme
Secrétariat d'Etat
Ottawa, ON
K1A 0M5

Education Express (bulletin gratuit)
Coordination des activités en milieux amérindien et inuit
Ministère de l'Education
1035, rue de la Chevrotière, 12e étage
Québec, PQ
G1R 5A5

Etait-il une fois?
Les Editions Paratexte
Trinity College
Toronto, ON
M5S 1H8

Le jeu de la bibliothèque
A.S.T.E.D.
7243, rue Saint-Denis
Montréal, PQ
H2R 2E3
($2.00 par jeu)

Jeux de ficelle (tomes 1 et 2)
La Chèvre Entreprises
P.O. Box 5705, Stn. B
Victoria, BC
V8R 6S8

La joie par les livres
La revue des livres pour enfants
8, rue St-Bon
75004 Paris
France

Littérature de jeunesse: Guide pédagogique, primaire français
Fascicules 1, 2, 3
Ministère de l'Education
Gouvernement du Québec (1981)

Livre ouvert (le livre vidéo)
Groupe Multimédia
5225, avenue Berri
Montréal, PQ
H2J 2S4
(disponible du Ministère de l'Education, Learning Resources Distribution Centre, Film Library)

Livres de langue française pour les jeunes
Bibliothèque de la Ville de Montréal
a/s Pierre Poulin
5500, rue Fullum, bureau 300
Montréal, PQ
H2G 2H3
($35.00 le volume)

Le plaisir de lire, le plaisir d'animer
Communication Jeunesse
964, rue Cherrier
Montréal, PQ
H2L 2H7

11. Educational Software

A. Publishers and Producers

A. B. C. Intertech
787, Lajaoie
Dorval, PQ
H9P 1G7

CRAPO Inc.
2901, Louvain Est
Montréal, PQ
H1Z 1J7

Didaktek
2669, Chemin Ste-Foy
Sainte-Foy, PQ
G1V 1V3

DIL International Inc.
2115, Boivin
Sainte-Foy, PQ
G1V 1N6

Les Editions FM
1113, rue Desnoyers
Laval, PQ
H7C 1Y6

Les Entreprises Culturelles Enr.
399, rue des Conseillers
La Prairie, PQ
J5R 4H6

Infotech Manitoba
E252 - 1970, avenue Ness
Winnipeg, MB
R3J 0Y9

LCSI
1000, boul. Roche, 9e étage
Vaudreuil, PQ
J7V 6B3

Nordiciel Inc.
294, rue des Pins
St-Jérome, PQ
J7Z 1E7

Québit Logiciels Inc.
1584 est, rue Fleury
Succ. Bourassa
Montréal, PQ
H2C 3G2

Ressources de l'ELMAO
365, ch. Crestview
Ottawa, ON
K1H 5G7

SYBEX Micro Informatique
a/s Diffulivre
2973, rue Sartelon
Saint-Laurent, PQ
H4R 1E6

Tralco Educational Services
P.O. Box 6253, Stn. F
Hamilton, ON
L9C 5S3

B. Publications

Association canadienne de producteurs de didacticiels
P.O. Box 2737, Stn M
Halifax, NS
B3J 3P7

Catalogue des didacticiels produits avec la collaboration du Ministère de l'Education du Québec ou acquis en licence mixte Code 16-4356; *Liste de firmes et d'organismes oeuvrant en micro-informatique scolaire au Québec Code* DRD-89-0169; *Catalogue des logiciels éducatifs évalués code* 16-4357.
Ministère de l'Education du Québec
Direction des ressources didactiques/Bureau de consultation sur le logiciel éducatif
600, rue Fullum, 8e étage
Montréal, PQ
H2K 4L1

Evaluation des logiciels: Critères d'évaluation des logiciels éducatifs
Conseil des ministres de l'Education (Canada)
Bureau 5 - 200
252, rue Bloor ouest
Toronto, ON
M5S 1V5

BQLEE: Catalogue des Logiciels éducatifs québécois évalués
CMEC: Logiciels Educatifs canadiens évalués Catalogue des logiciels 1989
LOGIBASE: Logiciels éducatifs
Services Documentaires Multimedia Inc.
1685, rue Fleury Est
Montréal, PQ
H2C 1T1

12. Publishers/Distributors of Print Materials

Addison-Wesley Publishers Limited
P.O. Box 580
26 Prince Andrew Place
Don Mills, ON
M3C 2T8

ADP (Agence de Distribution Populaire)
955, rue Amherst
Montréal, PQ
H2L 3K4

Annick Educationala
15 Patricia Avenue
Willowdale, ON
M2M 1H9

Association Canadienne des
Professeurs d'Immersion (ACPI)
Sir John A. MacDonald Resource
Centre
113 - 2675, ave Draper
Ottawa, ON
K2H 7A1

Attic Records Ltd
98 Queen St, Suite 3
Toronto, ON
M5C 1S6

Bibliothèque Arc-en-Ciel
123 Newkirk Road
Richmond Hill, ON
L4C 3G5
Bibliothèque nationale du Québec
2700, rue Mont-Joli
Sainte-Foy, PQ
G1V 1C8

The Board of Education for the City
of North York
Curriculum and Staff Development
Services
5050 Yonge Street
Willowdale, ON
M2N 5N8

Brault et Bouthillier
700, rue Beaumont
Montréal, PQ
H3N 1V5

British Columbia Ministry of Education
Service des Langues Modernes
878 Viewfield Road
Victoria, BC
V9A 4V1

British Columbia Teachers' Federation
Lesson Aids Service
2235 Burrard Street
Vancouver, BC
V6J 3H9

Building Blocks Publications
3893 Brindlewood
Elgin, Illinois
60120
USA

Campbell, Golinsky & Associates
7111 Maple Street
Vancouver, BC
V6P 5P5

Canadian Parents for French
P.O. Box 4470
Ottawa, ON
K1G 3H6

The Carleton Board of Education
Publications
133 Greenbank Road
Nepean, ON
K2H 6L3

Le Carrefour
10014 - 109e rue
Edmonton, AB
T5J 1M5

Centre Educatif et Culturel (Hachette)
8101, boul. Métropolitain
Montréal, PQ
H1J 1J9

Le Centre Franco-Ontarien de
Ressources pédagogiques
339, rue Wilbrod
Ottawa, ON
K1N 6M4

Le Centre provincial de ressources
pédagogiques
Pointe-de-l'Eglise
Nouvelle-Ecosse
B0W 1M0

Centurion Jeunesse
distribué par:
Somabec Ltée
2475 Sylvia Clapin
St-Hyacinthe, PQ

La Chèvre Entreprises
P.O. Box 5705, Stn. B
Victoria, BC
V0R 6S8

Chantecler Canada
a/s Bibliorama
1155, avenue Ducharme
Outremont, PQ
H2V 1E2

Editions de la Chenelière
distribué par:
Editions Est-Ouest
4189, boul. Décarie
Montréal, Québec
H4A 3J8

Le club des petits débrouillards
4545, ave. Pierre-de-Coubertin
C. P. 1000, Succ. M
Montréal, PQ
H1V 3R2

Copp Clark Pitman Ltd.
2775 Matheson Blvd. East
Mississauga, ON
L4W 4P7

La Courte Echelle
Diffusion Prologue
2975, rue Sartelon
Ville Saint-Laurent, PQ
H4R 1E6

Deux Coqs d'Or
a/s Whitman Golden Ltd.
Cambridge, ON
N1R 5X2

Didier
2050, rue Bleury #500
Montréal, PQ
H3A 2J4

Diffusion Prologue
2975, rue Sartelon
Ville St-Laurent, PQ
H4R 1E6

Distribution Sélection
800 est Ste-Catherine
Montréal, PQ
H2L 2C5

Doubleday Canada Ltd.
105 Bons Street
Toronto, ON
M5B 1Y3

Les Editions d'Acadie
C.P. 885
351, rue St-Georges
Moncton, NB
E1C 8N8

Editions Alain Stanké
2127, rue Guy
Montréal, PQ
H3H 2L9

Editions Archambault
500 est, Sainte-Catherine
Montréal, PQ
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